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ABSTRACT

This report contains qualitative evaluations of 48 programs throughout the Maryland community college system, as well as a statewide evaluation of Teacher Education transfer programs. A summary of the Teacher Education programs is presented first, in which the purpose and role of teacher education in the community college, enrollment trends, student characteristics, and transfer patterns and problems are considered. The report then presents 48 program evaluations completed by individual colleges in response to questions relating to problems of low employment of or low awards for graduates, low enrollment, or high costs. In addition to the Teacher Education programs, the following programs are evaluated: Business Technology; Automotive Technology; Ocean Engineering Technology; International Trade; Piano Technology; Heating, Ventilation, and Refrigeration; Environmental Health Technology; Materials Management; Television Operations and Maintenance; Chemical Technology; Business Management; Horticulture; Recreation Leadership; Agricultural Business; Early Childhood Development; Special Education Instructional Aide; Banking; Engineering Technology; Public Administration Assistant; Secretarial Science; Environmental and Renewable Resources; Early Childhood Instructional Aide; Insurance; Interior Design; Retailing; Computer Technician; General Engineering; Criminal Justice; Human Services; General Studies; and Retail Management. (AYC)

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MARYLAND COMMUNITY COLLEGES

1980 PROGRAM EVALUATIONS

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January 1981

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the Board staff. The fundamental premise of the system is the assumption that Maryland's community colleges are striving to achieve program quality, and that the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first two complete cycles of the evaluation system, 82 programs were evaluated. Many programs were improved, one was designated as regional, five were inactivated, and eight were discontinued.

In July 1980, each college received a set of questions from the State Board for Community Colleges based upon quantitative data. This document contains the results of individual community college qualitative evaluations of forty-eight programs throughout the community college system. Also included are the results of a statewide evaluation of Teacher Education transfer programs, conducted in concert with the Teacher Education study being done by the State Board for Higher Education. In most cases the colleges' efforts went beyond the questions raised by the Board. Full credit should go to Maryland's community colleges for their efforts. The Community College Program Evaluation System is an annual process. New community college programs will be identified for evaluation in 1981.

Brent M. Johnson
Executive Director

CONTENTS

College Program	Issue	Page
Summary of Statewide Teacher Education Evaluation		Page 1
Allegany		
Teacher Education	State evaluation	12
Business Technology	Low employment	13
Automotive Technology	Low employment	15
Anne Arundel		
Teacher Education	State evaluation	17
Ocean Engineering Technology	Low employment	20
Baltimore		
Teacher Education	State evaluation	24
International Trade	Low employment	26
Piano Technology	Low enrollment	28
Heating, Ventilation, and Refrigeration	Low awards	30
Environmental Health Technology	Low awards	32
Catonsville		
Teacher Education	State evaluation	34
Materials Management	Low awards	35
T.V. Operations and Maintenance	Low enrollment	37
Chemical Technology	Low awards	39
Cecil		
Teacher Education	State evaluation	42
Business Management	High cost	43
Charles		
Pollution Abatement Technology	Low employment	45
Horticulture	Low enrollment	50
Recreation Leadership	Low enrollment	53
Chesapeake		
Teacher Education	State evaluation	54
Agricultural Business	Low enrollment	55
Early Childhood Development	Low enrollment	57
Dundalk		
Teacher Education	State evaluation	59
Special Education Instructional Aide	Low awards	61

Essex		
Teacher Education	State evaluation	63
Banking	Low awards	66
Engineering Technology	Low employment	69
Public Administration Assistant	Low enrollment	72
Frederick		
Teacher Education	State evaluation	76
Secretarial Science	Low awards	78
Garrett		
Teacher Education	State evaluation	80
Environmental and Renewable Resources	Low awards	82
Hagerstown		
Teacher Education	State evaluation	85
Early Childhood Instructional Aide	Low employment	87
Harford		
Teacher Education	State evaluation	89
Insurance	Low enrollment	91
Interior Design	Low employment	93
Howard		
Teacher Education	State evaluation	97
Retailing	Low enrollment	99
Montgomery		
Teacher Education	State evaluation	101
Computer Technician	Low awards	104
General Engineering	Low enrollment	106
Criminal Justice	Low employment	108
Prince George's		
Teacher Education	State evaluation	111
Human Services	Low employment	112
Criminal Justice	Low employment	113
Wor-Wic Tech		
General Studies	Low awards	115
Retail Management	Low awards	118

Maryland State Board for Community Colleges

TEACHER EDUCATION TRANSFER PROGRAMS

SUMMARY OF STATEWIDE EVALUATION

ABSTRACT

Due to a dramatic decline in the birth rate in Maryland in the 1960s, an evaluation of Teacher Education programs has been initiated by the State Board for Higher Education. The Maryland community colleges participated in the study through the existing annual program evaluation system, with the State Board for Community Colleges monitoring data and the local colleges conducting a qualitative evaluation. Teacher Education transfer programs in the community colleges basically provide a broad background in the humanities, math, science, and social studies. Few education courses are included. Over the past five years, full-time enrollment in Teacher Education programs has declined 29 percent, and the number of Associate in Arts degrees has declined by 45 percent. Among recent graduates from community college Teacher Education programs, 69 percent actually transferred, with about half going to public four-year State colleges and one-third going to the University of Maryland. Students tended to transfer to colleges located near their community college. Few students lost more than 3 credit hours in the transfer process, and over three-fourths reported earning a grade point average of 3.0 or higher at their transfer college. Community colleges are presently neither promoting nor discontinuing their Teacher Education programs. The community college programs represent the first two rungs of a ladder, and it is largely up to the four-year colleges to set the parameters for any new directions in Teacher Education programs. However, the pattern of transfer to nearby four-year colleges suggests that students are taking advantage of the low cost feature of the community college for the first two years of their higher education.

Maryland State Board for Community Colleges

TEACHER EDUCATION TRANSFER PROGRAMS

SUMMARY OF STATEWIDE EVALUATION

A. Introduction

In 1964, an unprecedented decline began in the birth rate in the United States. Maryland was part of the trend, and it created a huge trough in the population chart. In 1964, Maryland recorded 79,003 births. Eight years later, there were only 58,310 births, a 26 percent drop. As this smaller group of young citizens makes its way through the age categories, it has many effects, one of which is a reduction of the number of students enrolled in the public school system. That reduction, in turn, has caused a diminution in the number of teachers needed to staff the public schools. It was in response to these conditions that the State Board for Higher Education published the following recommendation in the Maryland Statewide Plan for Postsecondary Education in July, 1978.

> The SBHE, in cooperation with the State Department of Education, will conduct a comprehensive review of education programs at all levels of study and make recommendations by July 1, 1980 on programs that should be retained, those that need qualitative improvements, and those that should be discontinued. The study should also examine requirements for student admission to, and graduation from, education programs.

For its part in the Teacher Education Evaluation, it was agreed that the State Board for Community Colleges would use its existing annual program evaluation process. The process involves SBCC monitoring of enrollment, awards, and follow-up data, and then requesting colleges to conduct local, qualitative program evaluations in response to questions from the State Board for Community Colleges. In June, 1980, the SBCC requested that the 15 colleges having Teacher Education programs evaluate their programs, and report to the SBCC by November 15, 1980. This summary draws from those responses as well as from selected aggregate data.

The organization of the summary takes the following form:

- What is Teacher Education in the community college?
- Trends and characteristics of students in Teacher Education programs.
- To what colleges do students transfer, and how successful is the transfer process?
- What is and should be the role of the community colleges in teacher education?

Oct 9

B. What is Teacher Education in the community college?

Teacher Education transfer programs in the community college basically provide a broad background in the humanities, math, science, and social studies. Few education courses are included. Most community colleges offer options to the Teacher Education program, such as Elementary Education and Secondary Education. Table 1 shows the Teacher Education options that are available at each of the community colleges. Table 2 is a typical Teacher Education curriculum, Elementary Education option, from Montgomery College. The program has 63 credit hours of instruction.

Table 1

TEACHER EDUCATION TRANSFER OPTIONS

College	Elem	Secon	Bus	HPER	Ind	Sectl
Allegany	No Options					
Anne Arundel	X	X		X	X	
Baltimore			X	X	X	
Catonsville	X	X	X	X	X	X
Cecil	X	X				
Chesapeake	X	X	X	X		X
Dundalk	X	X				
Essex	X	X	X	X		X
Frederick	X					
Garrett	X	X		X		X
Hagerstown	No Options					
Harford	X	X				
Howard	X	X				
Montgomery	X	X	X		X	X
Prince George's	X	X	X	X	X	X

Elem = Elementary
Secon = Secondary
Bus = General Business
HPER = Health, Physical Education, and Recreation
Ind = Industrial Arts
Sectl = Secretarial

Source: College Catalogs

Table 2

TYPICAL TEACHER EDUCATION TRANSFER PROGRAM
(Elementary Education Option)

First Semester
Techniques of Reading and Writing
Principles of Healthier Living
Music Fundamentals for Classroom Teachers
Science elective
Elective
Optional Student Development course or elective

Second Semester
Techniques of Reading and Writing
Introduction to Geography
General Physical Education
Art elective
Science elective
Elective

Third Semester
Introduction to World Literature
History of the United States
Elements of Mathematics I
General Psychology
Science elective

Fourth Semester
Introduction to World Literature
History of the United States
Elements of Mathematics II
Child Psychology
Elective

There are articulation agreements between each community college and each campus of the University of Maryland. Each of the public State colleges and universities has articulation agreements with community colleges in their vicinity. As a general rule, community colleges have articulated their Teacher Education transfer programs with all nearby colleges, public and private. For example, Frederick Community College has an agreement with Hood College, a private four-year college in Frederick. Information about specific agreements for each community college is given in the individual Teacher Education program evaluation reports.

Most of the courses that are labeled education in community college catalogs are physical education courses that are required for all students for graduation. In 1979, only 69 full-time equivalent students (2,070 credit hours) were in education courses other than physical education courses. That number compares with 28,993 FTE students in all types of general education courses in the same year. In terms of the costs of instruction, the 69 FTE in education were taught at $1,892 per FTE, with all operating costs analyzed. The cost per FTE for all arts and sciences FTEs in FY 1979 was $2,420.

C. Trends and characteristics of students in Teacher Education programs

Table 3 shows the trends in enrollment and degrees in community college programs over the past five years. Full-time enrollment has declined 29 percent since 1976. The part-time enrollment appears to have been stable during the interval, but the rise in 1980 was due to a change in program coding at one large college. Students who were formerly coded as undeclared program were asked to state a specific program for the first time in Fall, 1980. The number of students receiving Associate in Arts degrees in Teacher Education dropped 45 percent between 1976 and 1980.

Table 4 describes Teacher Education enrollment by college, as well as the characteristics of students in Teacher Education programs. Four counties account for 81 percent of the Teacher Education enrollment: Baltimore, Montgomery, Anne Arundel, and Prince George's. About three-fourths of the students are female, and an equal proportion are white. Slightly more than one-third of the students were attending college for the first time in Fall, 1980. The mean age of the students was 26 years and the median age was 22 years. In the community college, a student must take 12 credit hours in order to be considered a full-time student. The mean number of credits carried was 8.9, a reflection of the high number of part-time students enrolled in Teacher Education. The median number of credits carried was 9.2.

Table 3

ENROLLMENT AND DEGREE TRENDS

COMMUNITY COLLEGE TEACHER EDUCATION PROGRAMS

	1976	1977	1978	1979	1980
Enrollment					
Full-time	1,292	1,207	940	977	915
Part-time	1,182	1,071	986	1,061	1,195
Total	2,474	2,278	1,926	2,038	2,110
Degrees Awarded	331	270	206	179	182

Source: HEGIS Reports

Table 4

CHARACTERISTICS OF TEACHER EDUCATION STUDENTS

Fall 1980

	Number	Percent
Enrollment by College		
Allegany	27	1
Anne Arundel	394	19
Baltimore	42	2
Catonsville	235	11
Cecil	26	1
Dundalk	14	1
Essex	183	9
Frederick	28	1
Garrett	50	2
Hagerstown	64	3
Harford	90	4
Howard	72	3
Montgomery	514	24
Prince George's	371	18
Sex		
Male	576	27
Female	1,534	73
Race		
Black	306	14
American Indian	9	-
Asian	19	1
Hispanic	19	1
White	1,631	77
Foreign	18	1
Other	9	-
Unknown	99	5
First-Time Status		
New to college	771	37
Returning	1,334	63
Age in 1980		
Mean = 26 years		
Median = 22 years		
Number of Credits Carried		
Mean = 8.9 credits		
Median = 9.2 credits		

Source: Enrollment Information System

D. To what colleges do students transfer, and how successful is the transfer process?

Tables 5 and 6 show the patterns of transfer from community colleges to the four-year colleges. Table 5 gives data from students who first entered the community college in Fall, 1976 and were surveyed in 1980. The majority of these students did not graduate from the community college. The greatest proportion (38 percent) of transfers went to a public State college and about one-fourth attended the University of Maryland. Another fourth went out-of-state. One implication from Table 5 is that there is a strong geographical relationship between the community college and the transfer institution. For example, three community colleges close to the University of Maryland (Montgomery, Prince George's and Anne Arundel) accounted for 87 percent of the transfers to the University of Maryland. As another example, 92 percent of the Teacher Education transfers from Essex Community College that stayed in Maryland went to a public four-year college.

Table 6 gives data from students who graduated in 1978 and were surveyed in 1979. The pattern of attendance is quite similar to that described above for the entrants. Among graduates, however, more Teacher Education transfers went to a public four-year college, 48 percent. The University of Maryland received about one-third of the Teacher Education graduates. The tendency for students to transfer to an upper-division institution near the community college was found in the graduate follow-up study, as it was in the entrant follow-up. In terms of the community colleges that are producing the largest number of graduates that transfer, Montgomery College ranks first, followed by Prince George's and Anne Arundel.

How successful is the Teacher Education transfer process? About 7 of 10 Teacher Education graduates actually transfer (Table 7). Four-fifths of the transfers attend the upper-division college on a full-time basis. There is a strong relationship between the program of instruction at the community college and the transfer college, with 94 percent of the students transferring to a program related to their community college program. Predictably then, community college graduates lost few credits in the process of transferring; 78 percent lost three credits or less. Among students who transferred without completing the AA degree, the incidence of credit loss was somewhat higher. Community college graduates reported earning good grades at their transfer institution. Seventy-six percent said they earned an average of 3.0 or higher on a 4.0 scale. In the entrant follow-up study, the reported grades were somewhat lower. Former students were also asked how satisfied they were with their community college preparation for transfer. Only 8 percent said they were unsatisfied.

Table 5

TRANSFER COLLEGES SELECTED

1976 ENTRANT FOLLOW-UP STUDY

From \ To	Maryland Public State College	University of Maryland	Maryland Private Four-Year	Out-of-State	Other	Total
Allegany	4	0	0	1	0	5
Anne Arundel	13	8	3	6	1	31
Baltimore	2	0	0	1	0	3
Catonsville	7	2	2	0	3	14
Cecil	2	1	0	0	0	3
Chesapeake	0	0	0	1	0	1
Dundalk	1	0	0	0	0	1
Essex	12	0	0	3	1	16
Frederick	1	0	2	1	1	5
Garrett	3	0	0	1	0	4
Hagerstown	4	1	1	4	0	10
Harford	6	0	1	2	0	9
Howard	0	1	0	0	0	1
Montgomery	3	16	2	21	0	42
Prince George's	4	11	0	4	1	20
Total Number	62	40	11	45	7	165
Percent	38	24	7	27	4	100

Table 6

TRANSFER COLLEGES SELECTED

1978 GRADUATE FOLLOW-UP STUDY

From \ To	Maryland Public State College	University of Maryland	Maryland Private Four-Year	Out-of-State	Other	Total
Allegany	1	0	0	0	0	1
Anne Arundel	8	3	1	0	0	12
Baltimore	4	0	1	0	0	5
Catonsville	3	1	1	0	0	5
Cecil	1	0	0	0	0	1
Chesapecke	0	0	0	0	0	0
Dundalk	1	1	0	0	0	2
Essex	9	0	0	0	0	9
Frederick	0	0	1	0	0	1
Garrett	3	0	0	1	0	4
Hagerstown	0	0	0	0	0	0
Harford	10	1	1	1	0	13
Howard	0	1	0	0	0	1
Montgomery	0	14	0	8	0	22
Prince George's	1	8	0	1	0	10
Total						
Number	41	29	5	11	0	86
Percent	48	34	6	13	0	100

Table 7

SUCCESS OF EDUCATION STUDENTS UPON TRANSFER

ACCORDING TO FOLLOW-UP STUDIES

	1976 Entrants[1]		1978 Graduates[2]	
	Number	Percent	Number	Percent
Respondents	276	100%	125	100%
Transferred	165	60	86	69
Transfer Status				
Full-time	144	89	68	82
Part-time	18	11	15	18
Relationship of Community College and Transfer Program				
Directly Related	106	65	60	70
Somewhat Related	49	30	21	24
Not Related	8	5	5	6
Credits Lost				
None	76	47	36	46
1 - 3	31	19	25	32
4 - 6	25	15	5	6
7 - 12	21	13	8	10
13 - 20	8	5	3	4
21 or more	2	1	1	1
Grade Point Average				
Below 2.0	2	1	0	0
2.0 - 2.4	26	17	5	7
2.5 - 2.9	27	17	12	17
3.0 - 3.4	62	40	35	49
Above 3.5	40	26	19	27
Satisfaction with Transfer Preparation				
Extremely Satisfied	73	44	33	41
Satisfied	75	46	41	51
Unsatisfied	16	10	6	8

Notes:

1 1976 entrants surveyed in 1980.

2 1978 graduates surveyed in 1979.

E. What is and what should be the role of the community colleges in Teacher Education?

Community colleges are presently neither promoting nor discontinuing their Teacher Education transfer programs. The programs are shown in the college catalogs, and students discuss their curricular choices with counselors just as they do for any other academic program. As four-year colleges change their requirements for lower-division work, the community colleges have adjusted their programs to remain consonant. The investment on the part of the community colleges is relatively small, as is the number of students that actually transfer to a Maryland four-year college. Since few education courses are taught in the the community college Teacher Education programs, most of the courses taken are courses that are normally offered for any of the transfer programs. Further, the cost per FTE student to offer the few education courses that are taught is below the average cost for all transfer disciplines. In 1980, 182 students graduated in community college Teacher Education programs. If 69 percent actually transferred, and 81 percent of those went to Maryland public colleges, the community colleges sent about 100 graduates to public four-year Teacher Education programs. An estimated 200 - 300 additional students transferred before completing the AA degree.

The community colleges see the four-year colleges as being in the driver's seat in Teacher Education. When asked about planning committees and anticipated changes in Teacher Education transfer programs, community colleges can say only that they will repond to any changes in direction from the colleges that accept their students. It is the four-year institutions that may decide to change lower-division requirements, revise entrance standards, or phase out programs. The community colleges operate in a feeder role; and as the dimensions of the four-year programs change, the community colleges will change to meet them. The student follow-up data suggests that many students are taking advantage of the low cost feature of the community college and transferring to a nearby four-year college. Maryland community colleges supply a relatively small proportion of the students in four-year Teacher Education programs. However, those students who do transfer seem to lose few credits and earn good grades at the transfer college.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Allegany Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

The majority of students in this program transfer to Frostburg State College or occasionally to any of the other four-year State institutions.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

There is a transfer agreement with Frostburg State College. Graduates of the program have transferred to other institutions both in Maryland and outside the State. The transfer of course credit is contained in an articulation manual published by the University of Maryland and a manual published by the Maryland Board of Trustees for State Universities and Colleges.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

While there is no official committee that advises program development, many groups had input into the beginning of the program. There is constant communication with the local boards of education and faculty members of Frostburg State College in our area.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

The program was developed and approved and has been offered as one of the college's curricula for some time. This instructional program may be modified if approval is received from the State Board for Community Colleges and the State Board for Higher Education and if a grant is received from the Office of Education.

5. What changes are expected in the program during the next five years?

Possible changes could come about as a result of the grant referred to above. As with all Teacher Education programs, we have maintained a relatively easy crossover between the Teacher Education curriculum and the General Studies curriculum.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Allegany Community College

PROGRAM TITLE: Business Technology

PROGRAM HEGIS NUMBER: 5001-01 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

As stated in the attached catalog program description, Allegany Community College's Business Technology curriculum "is designed for persons who desire a concentrated two-year program in business training and who do not intend to transfer to a four-year institution in pursuit of a bachelor's degree." The Business Training program "is designed to acquaint the student with the fundamentals of our economic system, to familiarize him or her with accounting principles, and to increase his or her comprehension of business methods and techniques. It is especially suitable for part-time students currently employed who seek to widen their opportunities for advancement."

Therefore, the personal goal of most students in the Business Technology curriculum would be to prepare for a new job, and the personal goal of most students in the Business Training program would be to upgrade existing job skills and to learn new job skills.

2. What accounts for the low placement of students in full-time jobs in their field of training?

Allegany Community College questions the validity of both the data upon which this question is based and the interpretation of the data. The Business Technology curriculum was not offered until the Fall semester of 1976. Therefore, the nine respondents to the 1974 First-time Student Follow-Up Survey must be from another college program. (The Business Training program, which was active in the Fall of 1974, had only a total of four students, not all first-time.)

Also, the data contained on the State Board for Community Colleges Program Data Monitoring System printout sheet indicates that of nine respondents, two indicated full-time employment in a job directly related to their Allegany Community College program, 22 percent; no respondent indicated full-time employment in a job somewhat related to their Allegany Community College program; and one respondent indicated his/her full-time employment was not related to his/her job, 11 percent. Allegany Community College questions the responses of the other six respondents. It appears that if three students are employed full-time and two have a job directly related to their Allegany Community Colleges program, that 67 percent is a more accurate percentage, not 22 percent.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

There are no "typical" occupational titles for either persons who leave the program and secure full-time employment or graduates who secure full-time employment. Both early-leavers and graduates acquire a multitude of business related jobs with a diverse set of occupational titles. Note that the Business Technology curriculum is designed and prepares students for job entry as a junior accountant, an assistant manager, or a similar position in business.

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The original program proposal did not estimate the percentage of graduates and former students to be employed full-time in their area of training.

5. Why are so few certificates awarded?

The enrollment in the certificate level Business Training program has usually been from three to five students. (The Fall 1979 enrollment indicates two full-time and three part-time students.) In essence, more students opt for the degree rather than the certificate program.

6. What action(s) does the college plan to take to address the above issues?

As stated in the responses, Allegany Community College does not regard the "issues" raised in this program evaluation request as indicators of "problems" for our Business Technology program or our Business Training program. However, Allegany Community College will continue its evaluation system for both of these programs and make all necessary changes in order to maintain a high degree of quality and student goal achievement.

STAFF RESPONSE

The college is requested to use follow-up data in responding to questions 1 and 3. The college submitted 21 respondents from the 1978 graduate follow-up study when there were only two graduates in Business Technology in 1978. The college is requested to correct the reporting problem. The college's response is due by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Allegany Community College

PROGRAM TITLE: Automotive Technology

PROGRAM HEGIS NUMBER: 5306-01 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

   After consultation with Automotive Technology students, the realistic goals are:

   (a) Prepare for job
   (b) Obtain an AA degree in Automotive Technology
   (c) Personal enrichment
   (d) Upgrade present job skills
   (e) Transfer to four-year college

2. What accounts for the low placement of students in full-time jobs in their field of training?

   (a) Lack of job opportunities in this depressed area of the State and surrounding area;
   (b) Transfer to four-year college to obtain BS degree;
   (c) Personal enrichment rather than full-time employment as an Automotive Technician.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment what are typical occupational titles?

   Automotive mechanic
   Job specialist
   Service advisor
   Service manager
   Automotive mechanic
   Job specialist
   Garage owner
   Automotive apprentice

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The original program proposal (1970) did estimate the local and regional needs for auto mechanics.

Allegany Community College graduated seven degree and two certificate students in Automotive Technology in 1970.

Five students are employed directly in the automotive field as mechanics, two students are employed in related fields, one is in the Armed Forces, and could not be located.

Our most recent experience shows a larger percentage of graduates are securing jobs in this depressed area of the State and surrounding area.

5. What action(s) does the college plan to take to address the above issues?

Allegany Community College will continue its evaluation system for the Automotive Technology program and make all necessary changes in order to maintain a high degree of quality in educational offerings and student goal achievement.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

INTRODUCTION

The Education curricula are specifically designed to provide the first two years of preparation for students wishing to enter the teaching profession. The courses offered in conjunction with this preparation are defined into two curricula: elementary education and secondary education. Each curriculum is designed to meet the academic need of students desiring to earn a bachelor's degree from a four-year college and to qualify for a teaching certificate.

In 1978 the curricula were restructed to emphasize the diversity of jobs in the education field, and new courses were added to attract persons who might have a self-edification or paraprofessional interest in education. Students of this type include those who are interested in a terminal associate in arts degree which will qualify them to substitute teach. Also, some students enroll in education courses for purposes of expanding their knowledge regarding the field of education. Finally, numerous instructional aides have enrolled in one of these curricula in an effort to improve their academic and professional knowledge.

During the past three years Education program courses have experienced a resurgence in student enrollments. This process has been carefully monitored in accordance with the job market projections for the potential graduate. Since it is becoming a well-established fact that the job market for teachers is becoming much more positive, especially by the mid-1980s (National Center for Educational Statistics), the college is confident that it is offering a viable set of Education courses which will help the future graduate secure employment.

Enrollment Trends
Education Curricula FTEs by Fiscal Year

1975	1976	1977	1978	1979	1980	1981[1]
5.8	6.3	3.4	0.0	20.7	30.1	45.0

[1] Projected

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

Students from this program transfer to colleges spread throughout a wide geographic area. Although students do transfer to institutions outside Maryland, colleges located within this State are the most likely place for students to complete their college training.

The following colleges receive the majority of the Teacher Education program's transfer students:

University of Maryland College Park
University of Maryland Baltimore County
Towson State University
Frostburg State College

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

This college has written articulation agreements with the following:

Bowie State College
Frostburg State College
Goucher College
Morgan State University
Salisbury State College
Towson State University
University of Baltimore
University of Maryland
College Park
Baltimore County
Eastern Shore
Western Maryland College

Each time there is an education course added to the program area, four-year colleges are notified. As a part of this notification, each college is requested to update its articulation agreement with the college's Education program.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

There is an informal structure used to advise program development. This includes regular contact with representatives of the major transfer institutions. Most discussion involves the transferability of courses on a case-by-case basis. Articulation also includes Maryland certification officials and education personnel involved at the local and State levels.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

Plans for the program's development have been articulated in the State Board for Community College's Master Plan. When modification or development of the program is needed, the college will adhere to the established State Board for Community Colleges regulations concerning program development.

5. What changes are expected in the program during the next five years?

The college's Teacher Education program will change to meet parameters dictated by the following:

Four-year transfer college
Teacher certification laws
Changing needs of teacher training programs

6. According to the 1974 follow-up, students from the program lost slightly more credits in transfer than the Statewide average. Why did this occur?

Most Education courses transfer to four-year institutions, and all Education courses offered at Anne Arundel Community College transfer to at least one or more institutions in the State. The problems encountered in the transferability of Education courses arise from the diversity of education offerings at four-year institutions. For example, such courses as Special Education and Sign Language are not offered at all four-year colleges, and departmental diversity in terms of subject jurisdiction. For example, Educational Psychology is offered as a Psychology course at some four-year institutions and an Education offering at others. Generally, these problems are solved on an individual basis through the articulation process.

STAFF RESPONSE

Results from the 1978 graduate follow-up again point to a greater loss of credits from the Anne Arundel program than Statewide. The answer in item 6 above about "diversity of education offerings at four-year institutions" does not explain why Anne Arundel would be different in loss of credits. The college is requested to sample its Teacher Education transfer students to identify reasons for an above-average loss of credits; the report is due June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Ocean Engineering Technology

PROGRAM HEGIS NUMBER: 5406-01 LEVEL OF AWARD: AA

INTRODUCTION

The Ocean Engineering Technology program was initiated at Anne Arundel Community College in 1968 as a two-year career program to satisfy a need for oceanographic technicians forecasted by the federal government. This national need was reinforced by the numerous local and regional marine science and technology establishments and their demand for Anne Arundel Community College graduates. Major incentives for the college to initiate the program were derived from expectations by the college to receive grants from a local major manufacturer and a Federal Sea Grant. Neither grant was ever obtained.

Since the inception of the program course content has changed considerably from a goal of preparing students for employment opportunities for oceanographic occupations to the present program designed to prepare students as engineering technicians to support marine-related industries. This was accomplished by establishing a mechanical and electrical engineering technology option giving major program focus to these two major technical areas.

Enrollment of individuals classified within the Marine Technology area of the college has ranged from 66 students in the academic year 1975-1976 to a present 48 students in the current semester. Lowest enrollment in the program occurred in 1977-1978 with a total enrollment of 47 students. Like most enrollment patterns within the college, enrollment has shifted from the full-time student to the part-time student. During the current Fall semester, 18 students are enrolled full-time and 30 students are enrolled part-time.

During the past academic year, Anne Arundel Community College has conducted an extensive review of the Marine Technology program. The major emphasis of the review was an employer survey. The findings of the employer survey indicate a healthy demand for technicians in the Anne Arundel County area. Over 20 vacancies per year were estimated by the 39 companies reponding to the survey. Job titles for available positions include: Marine Technician, Technician, Engineering Aide, Data Aide, Electronic Technician, Design Assistant, Research Assistant, and Conservation Associate. This data, in addition to a review of the technical professional journals, indicates a high demand for technician level employees to support the growing marine-related research and manufacturing community. Other steps in the evaluation included a program self-study, advisory member input, and an analysis of enrollment data, student transcripts, course enrollment patterns, and a complete study of the course and curriculum content.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

Attitudes, goals, and expectations of students entering the Marine Technology program are somewhat mixed. Because of the "wet suit" mystique of the marine occupations, many students have unrealistic views of the major engineering technology objective of the existing program. The major reason for entry into the program is the student's interest in the marine environment. Sixty-five percent of the students enrolled in the Fall semester are classified as "regular" students, which indicates that they have no remedial requirements and are eligible to pursue a full program. The remaining 35 percent are restricted because of remedial requirements or because of a special status limiting the students to 14 credits. This indicates that a number of students may not be prepared for a high technology program composed of technical math, physics, and engineering technologies.

In analyzing day and evening students, the students enrolled in Marine Technology are primarily day students. This indicates that most would not be entering the program for upward mobility in the marine-technology field but are typically preparatory students.

2. What accounts for the low placement of students in full-time jobs in their field of training?

This question suggests a low placement rate of students in related fields of employment. Although the State Board for Community Colleges Program Data Monitoring System reports a low percentage of directly related position, data are based on a relatively small sample of students. Personal contact, with students completing the technical courses of the program or graduating from the program, by the faculty suggests that students usually enter positions as technicians. These students may find electrical or mechanical technician entry-level positions and work toward marine-oriented technical careers. Like most career students, a small percentage choose to continue their education and work toward a BS degree. In many cases, employment opportunities take students outside the Anne Arundel County area; most students are unwilling to relocate immediately to obtain employment directly related to their field.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment what are typical occupational titles?

Most students leaving the program, leave during their first 30 semester hours of instruction. Within this period, students are primarily enrolled in math, physics, and introductory engineering technology courses. Only two courses from the marine discipline are within this period. Consequently, those leaving the program are unqualified for technical positions. Information is not available on these students. Many, however, transfer to other curriculums within the college.

Those graduates entering the employment field find employment in one of many "technician" occupational titles: Electrical Technician, Technician, Engineering Aide, etc.

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

In a review of the original 1967 proposal, no estimates of graduates were projected. Further, very little information is given in the program as to employment openings for graduates.

5. Are there enough job opportunities in the area to support the program?

Within the employment area of Anne Arundel Community College graduates, a number of marine-related industries and governmental agencies employ technicians. The employment survey indicates that of the 39 companies responding, over 20 positions are available for graduates each year.

Among the companies responding to the questionnaire were: Chesapeake Bay Institute, Water Resources Administration, Alcoa Marine Corporation, Gould Inc.-Chesapeake Instrument Division, Belfort Instrument Company, Arctec Inc., and the Department of Natural Resources. Job titles for available positions include: Marine Technician, Technician, Engineering Aide, Data Aide, Electronic Technician, Design Assistant, Research Assistant, and Conservation Associate.

A further search of employers within the region revealed a total of 52 marine-related industries within commuting distance of Anne Arundel Community College as reported in the Sea Technology Directory.

6. What factors contribute to the high cost of the program?

Over the past three years, the Marine Technology discipline costs have compared favorably with other engineering technology disciplines within the college and the State. Prior to the 1979 cost analysis, sabbatical leaves were charged to the discipline as direct costs. This had a considerable impact on the discipline cost analysis. Further, the Marine Technology discipline consists of only five courses. All courses have limited capacities due to the laboratory facilities. Staffing of marine courses is primarily by full-time faculty and very little use is made of adjunct professors in this area.

Statistical comparisons of disciplines with few course offerings with larger disciplines is difficult due to the radical effects of relatively minor enrollment and budget shifts.

7. The name of the program has been changed in the catalog. Why was it changed without SBCC approval? Were changes made in addition to the change in title?

On July 31, 1980, a letter was sent to the State Board explaining the rationale of the change in the program title from Ocean Marine Technology to Marine Technology. Minor program changes were made at the time which included the addition of the course, Small Boat Seamanship.

Inasmuch as the HEGIS designation for this curriculum in the program inventory is listed as Ocean/Marine Technology, the college did not feel that the change was significant. Marine Technology, we feel, better reflects the true objective of the program; that is, employment of technicians within the marine industry.

8. What action(s) does the college plan to take to address the above issues?

Upon the completion of the program review, a complete analysis of the data has provided recommendations from the Dean's Office. These recommendations are being reviewed by the Engineering Division, the President, and other affected areas of the college. Once final decisions have been made, appropriate proposals will be forwarded to the State Board for review and approval. This will be completed before February 1, 1981, after approvals have been secured by the Educational Policies Committee, the faculty, and the President.

STAFF RESPONSE

The college is requested to submit the results of the analysis by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

The college follow-up study of academic 1978-1979 (not done by curriculum) shows 38 percent transfers to Coppin State College, 31 percent to University of Baltimore, 21 percent to Towson State University, and about 8 percent to University of Maryland College Park.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

The University of Maryland (for all campuses) regularly publishes our programs articulated with them in a printing which includes all community colleges. Their current publication does not list Teacher Education-General, but does list our Early Childhood program to the University of Maryland Baltimore County, and our Business Education to College Park.

The other four-year colleges in the State have consistently indicated no need for written agreements. Representatives of the Community College of Baltimore participated in the original Statewide articulation discussions and helped to formulate the agreements and policies that are currently in effect among public colleges within the State of Maryland with regard to general transfer.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

No advisory committee is currently active.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

No specific plan is currently operative. We are anticipating the results of the Statewide survey before proceeding.

5. What changes are expected in the program during the next five years?

At this time, no specific changes can be forecast.

6. According to the 1974 follow-up, students from the program transferred to four-year programs that were less related to teacher education than was true statewide. According to the same study, students from teacher education were less satisfied with their preparation for transfer than were students at other community colleges. What factors account for these differences?

Teacher Education at the Community College of Baltimore has been handled as a general transfer program without a clearly defined department or faculty core. Advisement of students has been included with general studies and not emphasized as a separate program. Students interested in specialized areas such as art or music are assigned to those departments.

We surmise that at this College, with the socio-economic background of our students, they would be more likely to change to other job goals when they become aware of the declining market for teachers.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Community College of Baltimore

PROGRAM TITLE: International Trade

PROGRAM HEGIS NUMBER: 5004-07 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

   (a) Since the implementation of this program, no full-time faculty has been employed to provide continuity and promotion of the program.

   (b) It frequently was difficult to obtain qualified part-time faculty to teach some of the specialized courses.

   (c) The severe budgetary restrictions at the time of the opening and first few years of the Harbor Campus, where this program is offered, did not allow second year courses to survive with less than maximum enrollment, which was not achieved.

   (d) Because of factor "c" above, students began to be apprehensive as to being able to complete offerings for the program and transferred to other programs in the college.

   (e) The program was over specialized with too many technical courses in narrow skills areas.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The projected enrollment figures are much greater than current enrollment. They were made in 1973 without knowing about the tight operating budget that would occur at Harbor Campus. All of the factors listed in number 1 above apply.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

The answer is affirmative due to the following:

   (a) The college (as of September, 1980) has a full-time instructor to teach the specialized courses in the program. He is also qualified to teach in the general business area, which factor has allowed us to employ him until the college can provide a full-time teaching load of offerings in International Trade alone.

   (b) Introductory courses are currently being scheduled in late afternoon/early evening to enable working students, as well as full-time day students, to take the same courses at convenient hours.

4. Are there enough job opportunities in the area to support the program?

The Port of Baltimore is one of the nation's major seaports involved in international trade. According to the State Department of Transportation Port of Baltimore Directory (1980-81 edition), there are Baltimore City banks with international departments; 41 firms listed as customhouse brokers; 67 firms listed as foreign freight forwarders (some are also listed as customhouse brokers as well, combining both activities); nearly 60 steamship agents and operators, and 17 warehouse operators directly involved in exporting/importing. The 1979-80 edition of the Maryland Industrial Directory identifies about 160 firms as having export and/or import activities in the City of Baltimore alone.

Many articles in recent issues of the Journal of Commerce conclude that the Port of Baltimore is unquestionably the most important economic component of the State of Maryland. As the Port's activities in international trade grow, such as increased coal imports and expansion of trade with the People's Republic of China, currently operating companies will expand. New companies will be attracted to the Baltimore area which will provide increased job opportunities for people skilled in the basics of international trade. Baltimore/Washington International Airport is rapidly expanding their involvement in international commerce with additional air freight companies, as well as regular airlines. There are many advertisements in newspapers and trade journals for position openings for people with various skills related to International Trade. In one area alone, 25 entry level jobs have been predicted annually through 1985 by Mr. Albert C. Haeger, Head of the Education Committee of the Baltimore Custom House Brokers and Foreign Freight Association.

5. What actions does the college plan to take to address the above issue?

(a) The college has appointed a full-time instructor/coordinator. A seasoned veteran of international trade, he has over twenty years of experience in teaching international commerce courses, seminars, and workshops. He has more than twenty-six years of international commerce practical experience in international banking, State government promotion, and private industry.

(b) An intensive recruitment campaign is being implemented currently to high schools, the community-at-large, and local firms involved in international trade.

(c) Contacts are being made with the appropriate State agencies concerned with bringing more industry into Maryland (such as the Small Business Association and the Maryland Department of Economic and Community Development) to advise them of our new capability to provide training and educational facilities in this field.

(d) The original program is in the process of revision which hopes to reduce the specialized courses from eight to four or five. This is the recommendation of the Advisiory Committee, which will continue to work toward a revised program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Piano Technology

PROGRAM HEGIS NUMBER: 5012-04 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

   (a) The original intent of the program was to limit total enrollment to no more than fifteen students at any one time so that the market would not be flooded.

   (b) Enrollment figures do not register a total of fifteen per semester because each semester some music majors also take courses. Since they are not Piano Technology majors, their registration for the courses is not included in the program figures reported to the State

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

According to the original proposal, the college projected an enrollment of 50 students over a five-year period. During that period, 47 students were enrolled. Therefore, the projected figures and actual figures are quite similar.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

There is a progression of four specialized courses which function as a continuum of hands-on experience combined with lecture/demonstration, taught by the same instructor. Some students are taking the third semester course at the same time as those who are taking the first semester course. (A parallel situation occurs during the Spring semester.) The instructor handles the differences between the two groups by small group lecture/demonstration while the others are doing individualized lab assignments. The students meet in the late afternoon and evening, from 5:30 p.m. to 9:30 p.m. This schedule is unvaried from semester to semester. By using one instructor during concentrated periods of time, there seems to be a satisfactory balance among variety, convenience, and economy.

4. In a letter from Rodney Fields dated March 7, 1975, it was stated that the program would be terminated in "five years or after the third class graduates." What is the college's current plan regarding termination of the program?

The Dean of the Humanities Division will be sending out a survey to piano manufacturers, retail sellers of pianos, and other knowledgeable sources to assess the need for further certified piano tuners in the Baltimore metropolitan area. Current and former enrollees will be surveyed, not only to determine which have jobs, but to determine the degree to which these jobs are career-oriented. Many who take the course are older citizens primarily interested in maintaining their own pianos or tuning pianos as an avocation. Hence, there are few graduates in the program as of yet, since most are not interested in degrees or even a certificate.

The original intent of the program was to try to attract black students from high school into this technology, since at that time the Piano Tuners Guild was all white. There is now one black member in a guild that is relatively small (approximately 25 members). The college and Music Department have not successfully targeted the program in Baltimore City high schools to recruit potential students. A comprehensive recruitment plan will be implemented this year in cooperation with the college's Office of Communications if the needs assessment is positive.

There is still belief in the college that this is a unique program in the State and the country if the far ranging inquiries we receive are any indication. If, on the basis of this year's investigations, the college determines to retain the program, there may indeed be some justification in requesting that it be designated as a regional program.

STAFF RESPONSE

The college is requested to submit a copy of the current reassessment of the need for the program by June 1, 1981. More recent follow-up data from 1978 graduates indicate that none of the three respondents are employed full-time in their field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Heating, Ventilation and Refrigeration

PROGRAM HEGIS NUMBER: 5317-02 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

   (a) At the opening of the Harbor Campus, where this program is located, sufficient monies were not available to equip and develop the new, expensive technology programs properly.

   (b) The use of part-time faculty for specialized courses negates continuity of instruction and promotion of the program.

   (c) Cancellation of second year courses due to low enrollment in the first years of the program prompted students to transfer to other programs and discouraged new students from beginning the program.

   (d) Many students (as noted during advisement and registration periods) are seeking to upgrade their skills and do not want the certificate nor the degree.

2. What proportion of former students are employed full-time in this field?

The college can provide only the data for award recipients at this time. Not yet reflected in the PDM are the June, 1980 awards, which include three AA and seven certificates.

   (a) Three of the total four degree graduates (one in 1979 as shown on PDM) are employed full-time in this field with Gino's, Inc., Baltimore Gas and Electric Company, and Amtrak.

   (b) All seven certificate recipients have returned to their former places of employment and have been or will soon be upgraded. They are all working in this field.

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The majority of students presently enrolled in this program indicated preparation for a new job and upgrading of job skills as their main goals. Several stated, if a new job is not imminent, they will transfer to a four-year institution.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

The estimated projections greatly exceed the actual enrollment and awards. The differences may be clearly attributed to the factors as listed in number 1 above.

5. What action(s) does the college plan to take to address the above issues?

The college has already taken (or is implementing) the following:

(a) An extensive and intensive recruitment effort has been made and is continuing. (Approximately 40 students are enrolled in the two specialized courses offered this semester, Fall 1980. The awards for June 1980 are noted in number 2 above.)

(b) The Heating, Air Conditioning and Refrigeration laboratory has been renovated to become more functional.

(c) If enrollment continues to rise, additional staffing is planned.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Environmental Health Technology

PROGRAM HEGIS NUMBER: 5408-01 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the lack of awards?

   (a) At the opening of the Harbor Campus, where this program is located, sufficient monies were not available to equip and develop the new, expensive technology programs properly.

   (b) The use of part-time faculty for specialized courses negates continuity of instruction and promotion of the program.

   (c) Cancellation of second year courses due to low enrollment in the first years of the program prompted students to transfer to other programs and discouraged new students from beginning the program.

   (d) Many students (as noted during advisement and registration periods) are seeking to upgrade their skills and do not want the certificate nor the degree.

   (e) The dual options of Air Pollution Monitoring and Environmental Sanitation were confusing.

2. What proportion of former students are employed full-time in this field?

The single degree graduate (1980) of this program is now employed as a mine inspector. (She was sent to our program at the expense of her employer.)

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

   (a) Approximately 60 percent are preparing for primary employment.

   (b) About 30 percent are upgrading job skills

   (c) Nearly 10 percent are transferring to four-year institutions into related fields.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

The estimated projections greatly exceed the actual enrollment and awards. They were done in 1973 and the total economy has changed dramatically since that time, and particularly so for the college. The differences may also be attributed to the factors listed in number 1 above. Three current students are expected to be awarded the AA degree in this program in June 1981.

5. What action(s) does the college plan to take to address the above issues?

(a) The Engineering Technology and Science Departments are in the process of cooperatively developing a Science Technician program offering biological and physical sciences laboratory-based core of courses with the Environmental Health Technology as a second year option. It is hoped that this will help to make students more aware of the opportunities in this field.

(b) Internships in the State Environmental Health Administration and with municipal and industrial agencies have been established.

(c) Articulation with four-year institutions has been ongoing.

(d) Recruitment efforts have been coordinated with the recently established College Publications Task Force, with local high school counselors and teachers, and by visitations and distribution of brochures. City and ethnic fairs have been attended to publicize the programs at the college.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Catonsville Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

Our Teacher Education students typically transfer to Towson State University and the University of Maryland Baltimore County. Smaller numbers transfer to the University of Maryland College Park, Morgan State University, Frostburg State College, and Western Maryland College.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

There are no formal prose-type articulation agreements; however, Towson State University and the University of Maryland have provided us with a list of what courses a student should take to be assured of having everything transferred.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

There is no committee which advises program development. The office of Academic Advisement maintains close contact with transfer institutions and asks the Educational Programs Committee of the College Senate to make program changes that appear appropriate.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

There is no plan for the development of the program, and it is unlikely that one will be developed.

5. What changes are expected in the program during the next five years?

The only changes in the program would be those occasioned by changes in the requirements on the part of the four-year institutions to which our students transfer.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Catonsville Community College

PROGRAM TITLE: Materials Management

PROGRAM HEGIS NUMBER: 5004-05 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What accounts for the fact that no awards have been granted?

Virtually all of the students enrolled in the program are part-time. In consequence, they will take longer than the usual two-year period in which to qualify for either a degree or certificate. The academic objectives of the students center on qualifying for the CPM (Certified Purchasing Manager) certificate offered by the Purchasing Management Association rather than obtaining either the AA degree or the Catonsville Community College certificate in Materials Management. Since this CPM certification can be obtained by taking a combination of credit and credit-free courses, a formal award in this area will be a fairly rare event.

2. What proportion of former students are employed full-time in this field?

All students, former, prospective, and potential, are employed full-time in this field.

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The personal goals of students are to upgrade job skills and qualify as Certified Purchasing Managers.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

Since the AA degree or certificate in Materials Management from Catonsville Community College would be almost a by-product of student preparation for CPM certification, award estimates are impossible to make with any reasonable degree of accuracy.

5. What action(s) does the college plan to take to address the above issues?

The college plans to continue the current practice of offering credit and credit-free courses as a service to the community.

STAFF RESPONSE

The college is requested to:

A. Use existing follow-up data or conduct an additional study to answer question 2. The college's answer above is neither realistic nor based on fact.

B. Use data from the college's goal question on the admissions form to answer question 3 above.

C. Answer question 4 above. The original proposal projected ten AA degrees in 1979.

D. Explain how an AA degree program can be justified when not one student graduated in four years. Further, the college's catalog mentions the word graduates, a misleading statement in light of the above answers.

E. Address the possibility of discontinuing the AA degree.

The responses are due by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Catonsville Community College

PROGRAM TITLE: T.V. Operations and Maintenance

PROGRAM HEGIS NUMBER: 5008-02 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the lack of enrollment in this program?

There are several factors involved in the low enrollment of students in the T.V. Operations and Maintenance program. First, it is a newly developed program involving a newly-developed area. This program, aimed primarily at the cable television industry, is just now receiving general student interest because of the growth and emerging public knowledge of local cable television companies in the area. As this industry grows locally, this knowledge will increase student interest as, in fact, is now occurring.

Secondly, this program, as originally designed, encompassed a broad area of study for the student. This broad range will prepare students well for entrance into an established industry but, as we know, this industry is just now developing. Employment has been narrow and specific to those areas of growing development. Job demand is great enough that these companies will accept anyone trainable with a little knowledge in a specific area (i.e., installers, linemen, etc.). Since more broadly-trained individuals are not easily available and lower-trained people are being used, the need for the fully-trained individual has not yet developed. We have had a number of students, either in the program or taking courses, intending to complete the program who have dropped out because they were hired full-time by a cable company. Some of these students are just now returning to complete the program. Other individuals are just taking specific courses related only to specialized areas of their technology and then leaving to find work in that narrow area. We also are experiencing many students already working in this and other related industries who are enrolling in specific courses to meet a certain job-related demand. To date, these types of students have made up most of the well-populated course offerings in this program. But now, the field is becoming known, the program is becoming known, the competition will increase, and we expect better student enrollment in the full program offering.

2. Are there enough job opportunities in the area to support the program?

There are many job opportunities in the area for this program in both the cable television industry and related industries. For the cable companies, they are just developing, and employment will increase as their systems grow. One local company has expanded from about 20 employees to approximately 80 employees in two years, and the system is less than 25 percent of the capacity. Baltimore City has yet to offer its franchise, and this alone will account for another large market area. Our success in related areas (i.e., Medical, Business, NASA, etc.) indicates a need for this type of program for them. We expect these related areas to take advantage of our complete program once they realize its value to their employees. New cable franchising areas are being awarded almost monthly in Maryland, and the television communication industry in general is greatly expanding with the explosion of new electronic technology.

3. What action(s) does the college plan to take to address the above issues?

The following steps can be used to improve the enrollment in the T.V. Operation and Maintenance program.

(a) Increase public awareness to the existence of the field and programs;

(b) Increase awareness of industry to the benefits of the full program;

(c) Possible adjustment of courses to accommodate the need of the other related industrial fields;

(d) Increased counseling of students to reduce partial programs, drop-outs, and encourage full program enrollment.

This is a very unique program in a new and somewhat emerging field. Slow and careful developing will be necessary to create the best possible results for both student and industry.

STAFF RESPONSE

According to data submitted to the SBCC, there was no enrollment through Fall, 1979. The answer to question 1 implies an enrollment. The college is requested to explain and rectify the reporting problem, submitting correct information for previous years. The answer to question 3 explains what steps "can" be used to improve enrollment. What steps actually have been taken? The college response is due by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Catonsville Community College

PROGRAM TITLE: Chemical Technology

PROGRAM HEGIS NUMBER: 5305-01 LEVEL OF AWARD: AA

BACKGROUND

Catonsville Community College has assessed the Chemical Technology program and has determined that it is a viable program and should continue. There will be a greater effort in publicizing the program to a broader range of persons who need these skills in their related occupations.

The Chemical Technology program offered by Catonsville Community College was established to satisfy the needs of the chemical industry in the locality for para-professional employees working as laboratory technicians. That there is a modest need by this industry for technicians is supported by local, regional, and Statewide employment surveys.

The chemical industry has established no general certification or educational requirements for technicians. There are no general licensing requirements or examinations to certify competency. Each company establishes its own criteria for the hiring of technicians which depend on the nature and rigor of the work to be done. Some companies will hire recent high school graduates. Other companies require the completion of one or two years of college chemistry, or more.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

Low enrollments are believed to be consequences of several factors. These are:

(a) Lack of interest by most high school students in a two-year laboratory technology program;

(b) The demise of our two-year Medical Laboratory Technology program;

(c) Reluctance of technicians to continue their education at a two-year college;

(d) Rigor of program results in significant attrition.

Lack of interest on the part of high school students is perceived to be a consequence of the difficulty many students experience while taking high school chemistry. Those students who do well in their high school chemistry course and who might be interested in chemistry as a career possibility tend to prefer four-year programs leading toward a BS degree. The average high school student is often turned off by the difficulty of the subject and dismiss it as a career possibility. Most good students aspire toward BS degrees (and beyond) while most average students avoid the discipline as a career choice.

The demise of our two-year Medical Laboratory Technology program has had some negative impact on enrollment in Chemical Technology. In past years a few Medical Laboratory Technology students would switch majors to Chemical Technology.

Another potential source of students for our Chemical Technology program is among laboratory technicians employed in industry who are seeking to continue their education on a part-time basis. Indeed, some students have been attracted from this sector to our program. Most laboratory technicians, however, have already completed one or two years of college and tend to continue their education toward a BS degree at a four-year college.

The Chemical Technology program is a highly demanding and rigorous program. Employers prefer that technicians have a strong chemistry background as well as adequate math and verbal skills. In response to these preferences, our first and second year chemistry courses are identical to those taken by chemistry majors at other institutions with the exception that six hours instead of the normal three are devoted to laboratory work each week. Those students who complete our program have demonstrably superior laboratory skills. Unfortunately, there are a significant number of entering students who lack the prerequisite intelligence, motivation, and self-discipline needed for success. These students end up switching majors or dropping out.

2. What proportion of former students are employed full-time in this field?

All former students with whom the career coordinator is in touch, who have completed the program, are either employed as laboratory technicians or are continuing their education toward a BS degree

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

Most students who enroll in the Chemical Technology program are seeking to acquire the skills that will lead to employment as laboratory technicians. Some students enroll in the program are already working as laboratory technicians and are seeking to upgrade their job skills. Many students who finish the program continue their education on a part-time basis while working. Few entering students, however, aspire toward transferring directly to a four-year college upon completing the program.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

Our original projection for awards was conservative due to the more specialized nature of the training. Awards to date have not shown substantial differences from these projections.

5. What action(s) does the college plan to take to address the above issues?

CHE 111-114 is the only unique course to the curriculum. It may appear in the schedule but will not run unless it has enough students to support it. The requirement for students will be waived in favor of CHE 121-124 which offers no problem.

There are always jobs available for graduates of the program, and the program is cost effective. As mentioned previously, we will begin to explore more career areas that use the Chemical Technology competencies and strive to draw new students from these related job areas for upgrading via our curriculum.

STAFF RESPONSE

Since 1974, enrollment has been 29-29-23-14-17-16. The college is requested to analyze the cost benefit of the program considering enrollment and employment demands. The response is due by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Cecil Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

Towson State University, Salisbury State College, and the University of Maryland College Park.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

Yes, Towson State University, University of Maryland College Park, University of Maryland Baltimore County, and University of Maryland Eastern Shore.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

No.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

At present there is no plan for developing the curriculum.

5. What changes are expected in the program during the next five years?

We do not anticipate any major change in the curriculum during the next five years.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Cecil Community College

PROGRAM TITLE: Business Management

PROGRAM HEGIS NUMBER: 5001-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. According to the discipline cost analysis, the college discipline cost for Business Management is higher than the college cost for all disciplines. Statewide, the discipline cost for business is considerably lower than the cost for all disciplines. What factors account for the higher cost at Cecil?

During the FY 1979 year, Cecil Community College developed an individualized instructional laboratory for courses in Accounting I, Accounting II, and Business Mathematics. Instructional equipment involving audiovisual carrels, tables, and about 250 slide tape presentations for course material was purchased. The expected useful life of this instructional equipment is a minimum of seven years.

The purpose of the Accounting Lab is to make instruction in accounting move towards competency-based individualized instruction. Students enrolled in one of these three courses can proceed with coursework between the hours of 9:00 a.m. and 3:00 p.m., Monday through Friday, and also during evening hours three nights during the week. Required hours of coursework, assignment deadlines, and exams are achieved through a high degree of flexibility in terms of student progress. Students who work swing shift and other irregular hours can adjust schedules around the lab and coursework. Initial analysis of the lab is positive in terms of student learning, student evaluations, and an expansion of the number of students served. Several students completing the coursework remarked favorably about the ability the system has for review and individualized attention from a faculty member always on duty when the lab is open.

The cost analysis is high for the initial year of the lab as it has become part of the Business Management curriculum. The primary reason for the high cost of the Business Management program is thus the initial cost of equipping the Accounting Lab.

2. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

The goals of the Business Management program are twofold. First, students prepare for initial entry-level employment in the area of business. Secondly, students currently working in business are offered an opportunity to seek new skills and the theoretical background often needed for job advancement. Many students work full-time and pursue study on a part-time basis. Other students start the program on a full-time basis and finish on a part-time basis after securing employment.

The following jobs are held by some recent graduates:

Bank teller
Quality control supervisor
Purchasing assistant
Bookstore manager
Assistant manager in a small food processing plant
Office worker in information processing

The following jobs are held by students continuing in the program on a part-time basis:

Retail store clerk
Fast food service worker
Medical laboratory worker
Office assistant - book publisher

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Charles County Community College

PROGRAM TITLE: Pollution Abatement Technology

PROGRAM HEGIS NUMBER: 5399-05 LEVEL OF AWARD: AA/Certificate

INTRODUCTION

The Pollution Abatement Technology program has undergone minor changes during the 1970s. The program continues to respond to the needs of the water pollution control industry.

BACKGROUND

The Charles County Community College has long been a leader in the training of personnel for the water pollution control field. The Pollution Abatement Technology (PAT) Division began teaching the Sanitary Technology program in 1967 under a contract with the State of Maryland. This program has been modified and upgraded and is one of the ongoing programs of the college.

In 1969, the college initiated the two-year Associate in Arts degree program in PAT. The degree program consists of two years of training, including the mandatory completion of 400 hours of the on-the-job training section of the curriculum (PAT 109).

Upon completion of this program, the graduates are eligible to take the Maryland Class D Wastewater Superintendent's Examination. Generally, there is only a 50 percent passing rate on operator certification examinations throughout the United States. The passing rate of the students in this program is 98 percent.

In addition to the two-year program, there is an 18-credit hour, one semester certification program offered.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The personal goals of students who enroll in the program are primarily centered about preparing for a career in the water pollution control field. They are interested in locating a full-time position at the completion of the two-year degree.

With the impact of the recent legislation (Clean Water Act of 1977 which amended P.L. 92-500 of 1972) the water pollution control industry has been forced to upgrade their facilities and to have competent individuals in their employ. Consequently, this has caused a demand for the individual in the PAT program.

A second priority of the graduates is to transfer to a four-year institution. The results of the PAT graduate survey indicate that these individuals pursue their advanced degree on a part-time basis while working for the appropriate municipality or engineering firm.

2. What is the placement of students in full-time jobs in their field of training?

Based on a survey sent to the graduates of the program over the last ten years, the following breakdown of areas of employment is given:

Area of Employment	Number Employed
Federal government	1
State and local government	17
Consulting firms	4
Industry	5
Teaching	1
Private company	1
	29

The State and local government category includes municipal water pollution control facilities, such as the Washington Suburban Sanitary Commission, as well as State government, such as the Maryland Environmental Service.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

Persons leaving the program to secure employment enter the water pollution control field as:

a) Operator in Training
b) Sanitary Technician I
c) Laborer I

Graduates securing full-time employment enter the water pollution control field as:

a) Operator I
b) Operator II
c) Superintendent (Class D State of Maryland)
d) Laboratory Technician I
e) Laboratory Technician II

These titles listed for the graduates will be based on the municipality or state in which they are employed. All jurisdictions (i.e., Maryland, Virginia, District of Columbia, WSSC, City of Baltimore, etc.) have different job titles. The graduates in all cases will enter the field at a higher level.

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

There were no actual percentages given in the original program proposal. The statements were made indicating a need for individuals to be trained in the area of water pollution control. The results of the survey indicate that well over 90 percent of the individuals are directly involved in the water pollution control field with the remaining individuals being involved in education or consulting.

5. Why are so few certificates awarded?

The lack of certificates being awarded can best be explained by reference to the Maryland Certification Law. Most people want to obtain the Associate in Arts degree since the Class D Superintendent's license is directly associated with the degree. The certificate graduates are not permitted to take the examination until after they have one year of experience. The certificate students normally transfer into the degree program prior to formally obtaining their certificate. However, with the establishment of the State Training Center, the certificate program will be used as part of the expanded PAT training program. Therefore, more students will be enrolled and completing the PAT program.

6. What action(s) does the college plan to take to address the above issues?

The PAT program is currently proceeding with no federal funding. The EPA has discontinued offering scholarships at the two-year level. It has been proven that this investment was well spent during the early 1970s with more than 80 percent of the students entering the field, thus assisting the nation in meeting its 1983 goals.

The college is currently seeking co-op arrangements with industries and municipalities. These appear to be available for the on-the-job training portion of the program but essentially nonexistent for the tuition support portion.

The incentive for high school graduates to enter the water pollution control field continues to present a problem. The PAT Division staff devotes considerable time and effort in promoting the program. It is felt that the financial incentives that were provided by EPA were successful and should be continued.

Another related problem in the program is in the area of recruitment. It seems that the students graduating from high school are not fully aware of technical training programs. Once they see the advantages that the program offers and are interviewed individually, they are usually very excited about not only beginning but also completing the program.

The college plans to coordinate a recruitment effort through the local media to assist in this area. The Division is working with the State in the area of operator training. The Maryland Environmental Health Administration has approved a request by

this college for a half-million dollar grant from the U. S. Environmental Protection Agency for the construction of a State Training Center. These grant funds in the amount of $500,000 are available to each state under the provisions of Section 109(b) of the Clean Water Act (Public Law 92-500) for training center construction and related training activities. The college proposes to use these funds to complete the training facilities at its existing facility. The center is expected to open in May, 1982. However, training is expected to begin in Summer, 1981.

This will result in a State Training Center which will satisfy the objectives of the program to provide "a facility to train and upgrade wastewater treatment works operation and maintenance personnel." Funds will also be used to support a mobile training unit to accomplish this same task in remote areas. The proposed actions will amplify the extensive capabilities of the training center of the Charles County Community College which has been in operation for more than ten years. The fund expenditures will address in particular the urgent requirement for process control training for wastewater treatment plant (WWTP) operators. This training area will be adressed by the installation of a 5,000 gallon per day "package" wastewater treatment plan for "hands-on" process control training, certain modifications for the existing Charles County Community College WWTP, and the updating of the college's Carmody-Link-Singer simulator with the development of additional simulator process-control programs.

Associated with the above described training facilities are several additional actions that include the construction of a 6,000 square foot electromechanical laboratory with additional classroom facilities which will be available also for both live and simulated training, the procurement of a small computer with a printer capability of a type suitable for process control, as well as other environmental training; and finally the maintenance and update of a mobile instructional laboratory to provide on-site training at remote WWTP locations within the State for a one-year period.

The additional construction would be located at the present facility on campus, and all effluent resulting from training would be processed through the college plant, thereby continuing to ensure compliance with the NPDES permit.

The planned State Training Center (STC) would be under the direction of Mr. William T. Engel, Director of the college's Pollution Abatement Technology Division. As presently planned, the establishment of the STC would be the basis of a greatly expanded Statewide operator training system. The proposed interface between the STC and EHA specifies their respective responsibilities regarding the identification and satisfaction of State training needs. As outlined, the STC at Charles County Community College would be responsive to EHA for training needs identification and approval of training modules, and for additional requirements and adjustments resulting from the proposed feedback procedures. The implementation of this linkage could ensure a State training program that is viable and appropriate to operators' needs. The system addresses this linkage in the large sense of:

a) Continuing needs assessment form a variety of sources, including the progressive monitoring of the training records of wastewater operating personnel of the State;

b) The review and approval by EHA for new and ongoing training material and programs;

c) The feedback cycle to ensure that the STC is operating in consonance with EHA requirements;

d) The preparation of training material to satisfy training needs specified by EHA, and the conduct of instruction by the State Training Center.

The plan would develop, for the first time, a consolidated listing of the WWTP operators of the State. This would include the establishment of a continuously updated training record for each wastewater operator and superintendent. We feel that this computerized procedure is essential to any effective long-term management of training in Maryland. Further, we believe that this system for the interface between EHA and STC in a broadened training structure should be approved and that the additional support costs could be justified to the State Legislature.

The training courses will be presented at the State Training Center at this college and at other community colleges in the State education system. This system can serve to disseminate information throughout the State.

Further, the college is prepared to address the problem of increased training in support of additional certification requirements. The proposed construction would provide the additional classrooms and training facilities which would be required by a major increase in certification instruction. The content material of the present programs at the college could be readily adapted to support this program.

The proposed training center construction is designed to support any training requirement likely to be identified by any operator needs survey or by EHA. Additionally, the proposed comprehensive Statewide operator training management system, in conjunction with the completed State Training Center, will ensure the means of providing qualified personnel to operate the State's large number of wastewater treatment plants.

The college will consider requesting regional designation for the program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Charles County Community College

PROGRAM TITLE: Horticulture

PROGRAM HEGIS NUMBER: 5402-01 LEVEL OF AWARD: Certificate

INTRODUCTION

The college's Horticulture program was started with federal funds. Prior to FY 1980, a curriculum was implemented, a greenhouse constructed, a nursery and arboretum were installed, and a handicapped committee comprised of students, faculty, and the community was formed.

During FY 1979, the emphasis has been growth, both in enrollment and in the physical facilities. In the curriculum area, six new courses have been added to bring the instruction to a point that fully prepares students for jobs either in Landscape Management or Floriculture. The new courses are Vegetable Production, Greenhouse Operations II, Indoor Gardening, Floral Design and Floral Design II, Flower Shop Management, and Small Tool and Engine Management. In addition to curriculum expansion, the Horticulture Department at the University of Maryland has agreed to transfer credit of four established courses: Horticulture, Greenhouse Operation I, Propagation, and Landscape Design. This addition of transferability of the courses allows participation in the program by those students interested in continuing for a Bachelor of Science degree.

In addition to diversifying the program and increasing public awareness, the physical facilities have expanded. A second greenhouse, 32' x 50', has been added, resulting in a doubling of space. Both greenhouses share a new location on campus with better topography and climatic effects for a variety of horticultural activities. In addition, this space will allow for construction of a head house and classroom facilities at a later date.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

A major emphasis of the Horticulture program is to work with physically handicapped adults. The program was conceived with projections for lower than average enrollment due to the nature of serving the handicapped population. In addition, four full-time and thirteen part-time students were enrolled in the Horticulture certificate program in Spring 1980.

The Fall 1977 and Fall 1978 enrollment data on the PDM printout is inaccurate due to incorrect data submitted to the SBCC by the college. The Fall 1977 part-time enrollment figure reflects both Horticulture and non-Horticulture majors while the enrollment data for the other semesters represent only the number of students majoring in Horticulture. In 1978, PDM data show five full-time and six part-time associate level students. This is wrong since the Horticulture program is a certificate program.

Enrollment of students majoring in Horticulture has slowly increased since 1977 and improvement in the rate of increase of Horticulture majors in future years is expected.

Not only has the number of students majoring in Horticulture increased since 1977 but the total enrollment (majors and non-majors) in Horticulture courses has increased and is expected to continue to increase in the future.

	Fall 1977	Fall 1978	Fall 1979	Fall 1980
Full-time	1	1	2	5
Part-time	6	3	7	12
Totals	7	4	9	17

The placement rate of graduates of the Horticulture certificate program has been excellent and breaks down as follows:

24	graduates
19	employed
2	working on a four-year Horticulture degree
2	working on an AA degree in Horticulture
1	unemployed

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

Spring 1980 enrollment of Horticulture majors was four full-time and thirteen part-time students. This compares favorably with the program proposal projection of five full-time and twenty part-time Horticulture majors.

It should be noted that enrollment in Horticulture courses is higher than reflected on the PDM printout. The credit in the Horticulture courses can be used by students to satisfy the associate in arts degree requirements.

3. What percentage of students in the program are handicapped?

At the time the Horticulture program proposal was formulated, no clear college philosophy on programs working with handicapped had been adopted. Therefore, the proposal committee's recommendation for a "handicapped program" was adopted. Since that time, through self-evaluation the college has adopted the philosophy of mainstreaming handicapped students in all programs. Mainstreaming seems the best

approach for development of social skills as well as work skills for emloyment. Therefore, we have not changed our original intent to serve the handicapped population of Southern Maryland, we have simply formalized it to coincide with the recognized educational approach of mainstreaming. Our goal now is to broaden the scope of our educational program to serve all groups of the "handicapped population" including the mentally retarded, the aged, and those groups that need social rehabilitation through vocational education. We have not made changes in our basic curriculum objectives. We still intend to teach job skills in the various disciplines in Horticulture and seek job placements for our students.

Eighteen percent of the students currently enrolled in the Horticulture certificate program are handicapped. This percentage has remained fairly consistent since the beginning of the program.

4. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

The college has no difficulty scheduling courses at convenient times since course enrollment is not a problem.

Required courses in the Horticulture program are offered each academic year and are rotated between the day and evening. This type of scheduling accommodates students interested in taking Horticulture courses and has met with their approval.

5. What action(s) does the college plan to take to address the above issues?

Vocational education funding has been granted to hire a part-time recruiter whose responsibilities will include the following:

- To develop personal contact with health care agencies, hospitals, and nursing care facilities in order to conduct training therapy to meet their needs;
- To contact senior citizens, retirement, and related organizations to arrange programming for these groups;
- To expand the job bank for Horticulture students.

Along with normal recruiting by the staff, these efforts should increase enrollment in the Horticulture program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Charles County Community College

PROGRAM TITLE: Recreation Leadership

PROGRAM HEGIS NUMBER: 5506-01 LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?
2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?
3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?
4. What action(s) does the college plan to take to address the above issues?

Program discontinued.

State Board for Community Colleges action October 16, 1980.

State Board for Higher Education action December 4, 1980.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Chesapeake College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

Students from the Chesapeake College Teacher Education program transfer to Salisbury State College, Towson State University, and the University of Maryland.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

There is a written articulation agreement for the Teacher Education program only with the University of Maryland, but meetings to discuss the program have been attended by counselors and instructors from Salisbury State College and Chesapeake College.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

A faculty curriculum committee is appointed by the president of the college. The members are appointed for one academic year and the members are to give representation to the three instructional clusters, the student personnel service staff, and the administration.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

At this time, the planned program follows guidelines established by the college's catalog.

5. What changes are expected in the program during the next five years?

The teaching profession is not showing growth because of decreasing school enrollment nationwide. Yet it also is true that good teachers are needed in the future to assure good educational opportunities to the next generation. Chesapeake College graduates often come back to their home area seeking employment. This makes it important to have a transfer program to colleges in the State with upper-level Teacher Education.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Chesapeake College

PROGRAM TITLE: Agricultural Business

PROGRAM HEGIS NUMBER: 5402-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

The University of Maryland, through its Extension Service, provides free programs to the Ag-Business community and, in many cases they compete with Chesapeake's course offerings.

Most students taking courses in Ag-Business are not interested in obtaining a certificate, they enroll for particular courses on a need-to-know basis and they do not follow a semester-by-semester sequence.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

Original program proposal estimated student enrollment (1974-75).

	75-76	76-77	77-78	78-79	79-80
Full-time	10	20	30	30	40
Part-time	20	30	30	30	30
			Actual Enrollment		
Full-time	2	4	4	3	2
Part-time	-	14	33	30	28
Graduates	-	4	3	2	-

Factors that account for substantial differences:

- The University of Maryland will not accept any of our agriculture courses on a transfer basis.
- Students who wish to obtain an Associate in Arts degree with an agriculture emphasis must enroll in the General College Studies degree program and obtain the agricultural certificate under the elective system.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

Through the use of qualified adjuncts and the relatively low cost involved, the college can continue to offer Ag-Business courses at convenient times.

4. What action(s) does the college plan to take to address the above issues?

The Ag-Business program is presently being evaluated by an advisory committee that consists of agricultural extension agents from Chesapeake's five support counties and members of the college's Instructional Division. This advisory committee is reviewing courses offered by the University of Maryland's Extension Service and reconfiguring Chesapeake's program to insure that duplication and the resultant competition with these free courses is no longer a concern.

The advisory committee is also attempting to recruit students by letting interested community groups know of our course offerings.

Secondary agricultural instructors are being made more aware of Chesapeake's Ag-Business courses.

STAFF RESPONSE

The college is requested to submit a copy of the evaluation currently being conducted by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Chesapeake College

PROGRAM TITLE: Early Childhood Development

PROGRAM HEGIS NUMBER: 5503-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

All 19 credit hours in the certificate program are not required for child care certification. Therefore, students are certified to work in the field without completing all of our courses.

Some students are taking one or two specialized courses and are classified as Special Students, not Early Childhood certificate students. Special students do not show up on State reports for Early Childhood.

A number of students are in the General College Studies program pursuing a degree but are taking the certificate courses as part of their electives.

Many elementary school teachers who need curriculum development and counseling skills are just taking courses and are not interested in a certificate.

Local staff members of the County Health Departments are required to take a 45 clock hour refresher on updated materials, and they take one or two of the courses in our program to meet these requirements.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The original program was designed for the Headstart Program, Day Care Program, and Teacher Aides.

Original program estimates for 1975-76 were 18 part-time students, or six full-time equivalents. The 1979-80 prediction was for 30 part-time students, or ten full-time equivalents. The 5-21-80 SBCC Program Data Monitoring System showed two full-time and nine part-time students for five full-time equivalents. If students taking the courses in the program are counted, the college has met its estimated enrollments.

Example of the enrollments in ECD courses for Fall 1980:

ECD 101 E - 19
ECD 160 E - 16
ECD 162 E - 18

The program has evolved beyond its original purpose of serving only the health agencies and now serves people in related fields.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

Through the use of qualified adjuncts and because of the relatively low cost involved, the college can continue to offer Early Childhood Development courses at convenient times.

4. What action(s) does the college plan to take to address the above issues?

In the Spring of 1980, the college conducted a survey to determine what course schedules the students desired. The survey indicated that we should offer courses back-to-back (late afternoon and early evening). This allowed many students to overcome babysitting problems, various family obligations, and reduce travel to campus by offering two courses on one day.

A marketing plan designed for elementary school teachers needing certification has been developed.

Advertising efforts, such as flyers and news releases, have been undertaken in order to inform possible clientele of Chesapeake's Early Childhood Development program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Dundalk Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

Students typically transfer to Towson State University, University of Maryland Baltimore County, and Coppin State. However, some other colleges include Loyola and the University of Maryland College Park.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

Articulation agreements have been made with Towson, Coppin, Loyola, and University of Maryland Baltimore County.

In addition to the transfer coordinator, the curriculum coordinator for Teacher Education maintains a continuing communications network with the major transfer schools to facilitate individual transfers.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

At present there is no formal committee which advises the program. However, the programs are periodically taken to the appropriate department chairperson at Towson, Coppin, and University of Maryland Baltimore County for review and suggested revisions. These revisions are then incorporated in the programs.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

There is no written plan for development nor is one planned. This program is governed and controlled, in effect, by the four-year institutions concerning what they will accept as college requirements (not as just electives). Future development of the program depends on the following two factors:

1) Acceptance of more extensive course offerings by the four-year institutions, and

2) Demand for more teachers.

5. What changes are expected in the program during the next five years?

The programs will continue to be evaluated and changes will be made in accord with the requirements of the transfer four-year institutions. As job opportunities become more plentiful in teaching, the college can once again promote this field as a career opportunity. For the last several years, the college could not in good conscience promote this program due to the lack of jobs.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Dundalk Community College

PROGRAM TITLE: Special Education Instructional Aide

PROGRAM HEGIS NUMBER: 5503-02 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

The major factors that contribute to the low number of awards are:

a) One of the first courses offered upon enrolling in this curriculum is EDUC 107 - Introduction to Special Education. This course has a field observational component whereby students visit eight different sites, ranging from schools to institutions, in order for them to perceive the aspects of special education. After this course, some students leave the program feeling that the field of special education is not for them.

b) Some students elect to attend Dundalk Community College to take just the Special Education course offerings. These students then transfer these credits to another institution closer to their homes and graduate from that institution in a related curriculum.

c) Many students at Dundalk Community College take all but one or two of the Special Education curriculum course offerings but have the 60 credits necessary for graduation. This necessitates their graduating as a General Studies major, although they pursued a career in Special Education.

d) Some students elect to take the Special Education course offerings and transfer to a four-year program prior to obtaining an AA degree or certificate.

e) Some students attend Dundalk Community College and take the Special Education courses as post-BA offerings and use these credits toward State certification in Special Education.

2. What proportion of former students are employed full-time in this field?

A total of 48 students (36 female, 12 male) have been educated/trained in Special Education at Dundalk Community College during the years 1975-1980. The majority of these students (25) have elected to continue their education on a BA degree level. Of these, 13 have completed the BA degree and are working full-time in the field and 12 are current BA degree candidates.

Due to the fact that a large majority of the students elect to continue their education, it is difficult to ascertain the exact number working full-time in a Special Education setting. However, 43 students of the above mentioned 48 are currently employed full- or part-time in a Special Education setting while continuing their education. The remaining five cannot be accounted for.

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

Though personal goals vary from student to student, a consensus centers around:

a) Preparing for a job working with the handicapped population;

b) Earning an AA degree and then transferring to a four-year institution to obtain a BA degree in Special Education;

c) Learning about the Special Education population with hopes of applying that knowledge to working with their own handicapped child;

d) Earning credits in Special Education and applying them toward State certification if the BA degree was obtained in a non-Special Education field.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

The number of actual awards are less than the projected award figure. The rationale for this discrepancy is contained in the answer to question #1 above. The figure for the projected awards more closely approaches the figure of 48 students that have been trained/educated in the past five years.

5. What action(s) does the college plan to take to address the above issues?

The college plans to:

a) Make a major recruitment effort to attract more students to the field of Special Education. One of the major recruitment tools is to develop a slide tape presentation to be shown to all high school students in the Baltimore metropolitan vicinity.

b) Try to get students to actually declare a major and to follow the suggested curriculum offerings with increased efforts toward degree/certificate obtainment.

c) Consider filing for regional program designation.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Essex Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

BACKGROUND

Teacher Education today is a transfer program with several options: Art Education, Dance Education, Elementary Education, General Business Education, School/Public Health Education, Music Education, Physical Education, Secondary Education, and Secretarial Education. Teacher Education was among the first of the programs that Essex designated as a transfer program. In the early years the options were Elementary Education, Secondary Education, Physical Education, and Industrial Arts. Options have been added and deleted over the years with the latest addition being Dance Education.

At Essex Community College the Social Science Division traditionally has had the primary responsibility for the Teacher Education transfer programs. However, the responsibility for the options is the responsibility of several divisions: the Division of Business and Industrial Management is responsible for the General Business Education option and the Secretarial Science option; the Division of Health, Physical Education, Recreation and Dance is responsible for the Dance Education option, the School/Public Health option, and the Physical Education option; the Division of Humanities and Arts is responsible for the Art Education option and the Music Education option; and the Division of Social Science is responsible for the Elementary Education option and the Secondary Education option.

The Teacher Education transfer program at Essex has experienced the same rise and fall in enrollment that such programs throughout the State and throughout the country have experienced. The realities of the job market in the educational area have caused enrollments in education programs generally to decrease throughout the country.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

Art Education	Towson State University University of Maryland Baltimore County University of Maryland College Park Maryland Institute

Dance Education	No information is available at this time because the opportunity has only recently been made available to Essex students
Elementary Education	Towson State University
General Business Education	University of Maryland
School/Public Health Education	Towson State University University of Maryland College Park
Music Education	Towson State University University of Maryland College Park University of Maryland Baltimore County Peabody Conservatory
Physical Education	Towson State University Salisbury State College Frostburg State College University of Maryland College Park Morgan State University
Secondary Education	Towson State University
Secretarial Education	University of Maryland

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

Art Education	Program articulation with University of Maryland College Park; course-by-course articulation with other schools listed above.
Dance Education	Course-by-course articulation with Towson State University, Morgan State University, Frostburg State College, Salisbury State College, University of Maryland College Park, University of Maryland Eastern Shore.
Elementary Education	Yes, Towson State University.
General Business Education	Yes, University of Maryland College Park.
School/Public Health Education	Yes, University of Maryland College Park and Towson State University.
Music Education	Yes, on a course-by-course basis with all schools listed above.

Physical Education	Yes, Towson State University, Frostburg State College, Salisbury State College, University of Maryland College Park, Morgan State University, University of Maryland Eastern Shore.
Secondary Education	Yes, Towson State University.
Secretarial Education	Yes, University of Maryland College Park.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

There are departmental faculty committees, which are advised by the education departments at the transfer institutions. Advisory committees are not as widely used with transfer programs as they are with occupational programs.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

There is no single overall plan for the development of Teacher Education. The individual transfer options are really only reactions to changes at the senior institutions. We attempt to adjust to their requirements so that our students are "on track."

5. What changes are expected in the program during the next five years?

In the transfer options of Art, Dance, General Business, Health, Physical Education and Secretarial, no changes are expected in the next five years. Other than Dance, the options are well-established. Dance is too new to plan any immediate changes.

In the area of Elementary and Secondary Education, the great growth area has been in special purpose programs, such as the evolution and development of the courses in sign language; the extensive development of mini courses offered to special groups; the development of the 64-hour nursery school sequence into a letter of recognition; the growth of Education 153 which is a community centered course rather than a professional course; and the development of services for nurses at St. Joseph's Hospital, particularly Education 103, Human Growth and Development.

For the near term future, the development of letters of recognition in the 64-hour sequence and special education, and possibly letters of recognition for parents and others dealing with children in a nonprofessional capacity are anticipated.

Furthermore, innovative relationships with the Early Childhood Learning Center and the Hourly Day Care Center are being discussed.

In Music Education, further development of the Arts Management curriculum and possible new courses in Musical Theatre (to replace Opera Workshop) and Percussion Class are being planned.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Essex Community College

PROGRAM TITLE: Banking

PROGRAM HEGIS NUMBER: 5003-01 LEVEL OF AWARD: AA/Certificate

PROGRAM HISTORY

The Banking curriculum was initially developed at the request of and in cooperation with the Baltimore chapter of the American Institute of Banking (AIB). The AIB was concerned with students enrolled in AIB courses had no path open via the AIB to work toward a college degree.

An associate in arts career curriculum was developed and implemented in 1969 designed for persons already employed in the Banking field who desired to further their careers and for those wishing to prepare for employment in Banking. The basic arrangement was that students in the curriculum would be required to take six Banking courses (18 credit hours) and the remainder of the courses were to be in general education and business. By mutual agreement between AIB and Essex Community College, six specific Banking courses were examined and approved for credit in the curriculum with the Banking courses being taught by AIB personnel at its chapter house, and the general education and business courses being taught by Essex personnel on campus. The six Banking courses were treated by the college the same as any other credits transferred into the college.

It was fully expected that the majority of the students in the program would be part-time students already employed in Banking, and this has proven to be the case.

Between 1969 and 1972, enrollment stayed at about ten part-time students. From 1972 to the present, enrollment has been about four to eight full-time and 26 to 36 part-time students. Implementation of somewhat similar programs at Towson State University and the Community College of Baltimore has no doubt adversely affected enrollment at Essex Community College.

The program remained essentially the same since its inception, except that the number of required Banking courses has been reduced from six to four, and in 1972 a Banking certificate program was introduced requiring the aproximate equivalent of one year of full-time study. All courses undertaken in the certificate program may be applied against the requirement of the AA degree.

The program coordinator, since the inception of the program, is also a member of the AIB Educational Advisory Committee.

It was expected that the program would have a limited enrollment and this has been the situation. Job opportunities for graduates have not been a problem because most of the students were already employed in the Banking field and the Banking industry has been actively seeking graduates.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

Most of the students in this program have full-time positions in the Banking field. They are, for the most part, interested in taking a few specific courses to upgrade their skills in their jobs. Only occasionally is a student interested in a certificate or AA degree.

2. What proportion of former students are employed full-time in this field?

No hard statistical data exists to answer this question. However, since most students in the program already hold full-time positions in this field, it seems safe to assume that most of them are still employed full-time in this field when they complete their studies with us.

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?) If substantial number of students are enrolled to upgrade job skills, why are so few certificates granted?

Most of the students in this program are merely seeking a few specific courses to upgrade their job skills. Hence, few of them are interested in a certificate or an AA degree.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

The program was proposed and approved in 1969. At that time there was no requirement to project the number of awards.

5. What action(s) does the college plan to take to address the above issues?

The bulk of students in this program almost surely will continue to take a few courses to meet their personal needs. However, since the program's cost to the college is minimal, we plan to continue to offer the certificate and AA programs for the occasional student who does desire to complete one of them. As a result of the low number of awards in this program, we plan to take the following actions:

(a) A survey of all students currently in the program to determine their educational goals, their perceptions of the program, and any unnecessary obstacles to completion of the program that they have encountered.

(b) A survey of students who have withdrawn from the program to determine the same information as in (a) above as well as the reasons for their withdrawal.

(c) Based on (a) and (b), a review of the Banking curricula to determine if there are improvements which would make the programs useful to more students.

STAFF RESPONSE

The college is commended for undertaking the student survey but is further asked to consider discontinuing the AA degree. Only two students have received the degree in six years. The college is asked to respond by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Essex Community College

PROGRAM TITLE: Engineering Technology

PROGRAM HEGIS NUMBER: 5301-01 LEVEL OF AWARD: AA

PROGRAM HISTORY

The Engineering Technology curriculum had its beginnings in the Fall semester of 1970. With the assistance of an advisory group consisting of representatives from industry, a program of study evolved and was officially proposed in October, 1971 for implementation the following September. The basis for this proposal was a projected need for technician level personnel on both a local and national scale. The proposal was approved by the board of trustees during their meeting of November 30, 1971.

In May of 1972 representatives from the college and the State Board for Community Colleges met and agreed that the program was more appropriate as in-service training for persons already involved in engineering fields. As a result, it was concluded that a pilot program aimed at the evening part-time student might be the best way to initiate the new proposal. Thus, the program, which at that time was referred to as the Industrial Engineering option of the Engineering associate program, was initiated.

During the next few years the following limitations of the program came to light:

a) lack of industrial support for a co-op program,

b) low advancement potential and salary growth for the student who does not continue and graduate from a four-year program elsewhere, and

c) low enrollment in specialized courses.

As a result, the program underwent a curriculum revision in the Spring of 1975. The motivating factors for this revision were twofold:

1) to rid the program of specialized courses containing low enrollment, and

2) to provide maximum transferability to four-year institutions with programs in Engineering Technology.

Program revision was carried out so as to maintain the feature of providing in-depth exposure to required engineering skills with a minimum of derivation and theory.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The program was designed primarily as a "supplemental" program; that is, to upgrade the skills of those who are already employed.

2. What accounts for the low placement of students in full-time jobs in their field of training?

A low number of awards (see number 5) means there will be low placement of students in full-time jobs in the field of training. Among graduates responding to the student follow-up study, 83 percent indicated transfer or full-time placement in a directly related job. This is a high percentage. The problem is with the number of graduates, which is addressed in question 5.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

Occupational titles for those leaving the program and securing full-time employment: Assistant Project Engineer, Fault Locator, Assistant Manager, Engineering Aide, Engineering Technician.

Occupational titles for graduates who secure full-time employment: Assistant Plant Engineer, Bridge Analyst, Engineeering Aide, Engineering Technician.

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The program began in 1973 and the program proposal did not include any formal projections of percentage of graduates and former students to be employed full-time in their area of training.

5. Why are so few degrees awarded?

While large numbers of students appear on State reports, it is undoubtedly true that many students confuse the Engineering Technology program with the Engineering Transfer program. Hence, indefinite numbers of students have indicated a program that is not truly their goal in attending Essex Community College. Of these students, the majority would perhaps transfer before meeting the total requirements for an Essex AA degree and, hence, would appear to represent attrition in the Engineering Technology program. Other students, legitimately planning to pursue this program, eventually switch to the engineering transfer option because the latter offers more economic and career potential. Still other students, a portion of those indicated to be pursuing the

program on a part-time basis, are thought to be somewhere within the system but not yet ready to enroll in the engineering science courses that are offered each year. A part-time student lacking adequate math and science background to enter Math 134 (Pre-calculus Mathematics), ENSC 204 (Engineering Graphics), PHYS 101 (College Physics I), and CHEM 111 (College Chemistry I) would require considerable time in acquiring the necessary prerequisites for these courses (Review Math or Math 130, CMSC 107, CHEM 100, etc.) before he or she would "show up" in a course such as ENSC 221 (Statics). Thus, it is conceivable that the number of students graduating from this program may increase in the near future.

The program coordinator has observed that many of the program students "are motivated more by occupational activities than academic ones." Thus, he concludes that several students leave the program by satisfying occupational goals prior to program conclusion.

6. What action(s) does the college plan to take to address the above issues?

It is clear that the college needs to collect considerably more data concerning the actual amount of program attrition and the reasons behind it. Also, we will need to determine how many students are currently attending Essex on a part-time basis, planning to complete the program, but involved in review or program preparatory courses. Another area that needs considerable effort is the active recruitment of students currently employed in area industry in positions which could be significantly upgraded by completion of part or all of the Engineering Technology program.

STAFF RESPONSE

The college is requested to submit the attrition study by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Essex Community College

PROGRAM TITLE: Public Administration Assistant

PROGRAM HEGIS NUMBER: 5508-01 LEVEL OF AWARD: AA

PROGRAM HISTORY

The Public Administration Assistant program was implemented at Essex Community College in the Fall of 1974. Over the preceding two years an extensive and well documented proposal had been developed. This proposal presented what appeared to be a bona fide need by various government agencies for personnel with two years of public administration training.

This need was generated by several factors:

a) The location of numerous federal, state and local government employees in areas relatively close to Essex.

b) Rapid population growth and a commensurate need for public services in the Baltimore Standard Metropolitan Statistical Area.

c) The presence of the Social Security Administration offices at Woodlawn which it was anticipated would require 2,400 new employees yearly to replace attrition losses alone.

d) Lack of any other institution in the Baltimore area offering an associate or baccalaureate degree.

e) A Manpower Needs Assessment and student supply research that led the designers of the program to believe that while there was enough student interest to justify the program, there was not enough student interest to satisfy the employment demand for trained public administrators.

The program was designed around existing courses that formed the core of the business and industrial management programs. In addition, two political science courses were added along with a three credit hour course in Public Administration. Fundamental skills were addressed by requiring a one credit hour course in professional and personal typing and notetaking as well as business machines. The curriculum called for 65 credit hours in required courses with no electives available. Since its inception, the only curriculum change has been to delete professional and personal notetaking.

The program has not attracted anywhere near the enrollment anticipated by its developers. Enrollment projections visualized an increase from 45 students in 1974 to 160 in 1978. Experience shows no significant increase has occurred. In the years 1977 through 1979 one student each year actively pursued the program.

The changes in the occupational field over the past four years have been traumatic. The attractiveness of government service as a career has suffered during this time. Scandal, pension reform, tax payer revolts and a general retrenchment in hiring have all contributed to erosion of the rosey projections that originally gave impetus to the program deelopment. For instance, Social Security at Woodlawn has been operating under a hiring freeze for the past two years which alone has reduced projected job opportunities by almost 5,000 positions. The two graduates of the program have not found government employment; one is employed in a fast food restaurant, the other by a local florist.

In an attempt to stimulate interest in the program, Essex agreed to teach our Public administration course (Mgt. 227) at Catonsville, but when Catonsville offered and promoted the course in the Fall of 1978, no enrollment whatsoever resulted. Other efforts at promotion of the program in general, particularly in the area of local government, have been notably unsuccessful.

The amount of preliminary research and analysis that went into justifying this program prior to its inauguration cannot be over-emphasized. It was extensive and thorough, raising the question of why in practice the program has failed completely with respect to attracting the projected enrollment. Two factors are clearly apparent.

First, the personnel who did the research and interpretation were predisposed to find a "need." It was a result oriented effort so to speak. Finding a need for the program automatically created a need for the developers. Therefore, the developers were susceptible to the blandishments of government service officials who comprised the advisory committee which had nothing to lose by agreeing with the need for further educational services and opportunities in this area.

Second, the very people who advised and encouraged the developers of the program had a vested interest in not actually utilizing the service once it became available. Governments at all levels have been leaders in developing their own training programs and staffing same with in-hours personnel. The Federal Civil Service Commission has, aside from the military, perhaps the most extensive training program and facilities of any employer in the country. Likewise, at the Baltimore County level the personnel officer has developed and staffed a county training program. The very existence of these entitites creates a motivation on the part of the government administrators to protect their own system by continued utilization.

Perhaps the overriding problem with marketing the Public Administration program is that a graduate has no automatic ticket of admission that allows him to be hired in government service. The federal government does not yet recognize degrees granted by community colleges, and local governments recognize such degrees only to the extent that they act as a substitute for other experience. Thus, a graduate of the Essex Community College program must, because of the merit nature of public hiring, sit for an examination and qualify for a list of eligibles in basically the same manner as a candidate who lacks any formal schooling of similar nature.

In light of the preceding, a very limited future for the Public Administration program at Essex is envisioned. On the other hand, the program can be kept available without cost to the college and, should factors change radically, any developing needs could be immediately met.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

The program originated in 1974 with a total enrollment of thirty, but after the first two years it stabilized at about fifteen students. In 1979 enrollment was actually seventeen. The major cause of this limited enrollment is undoubtedly the bleak employment situation in Public Administration. Hiring by government agencies in the Baltimore area has been minimal for the past five years. In addition, the Civil Service has developed extensive in-service training programs. As a result, very few people who already hold government positions come to Essex for job upgrading. Finally, the years since 1974 have seen a series of public scandals that has resulted in a considerably lowered public image for government service. This reduced respect for government service undoubtedly has had an adverse effect on enrollment in this program.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The original proposal for this program projected an initial enrollment of forty-five and a long-term enrollment of 160 students per year. In retrospect it is clear that these projections were overly optimistic. The developers of the program did investigate the employment situation, but their investigation seems to have produced the results they wanted to find. It may be that they listened uncritically to the government officials who comprised their advisory committee and who had nothing to lose by encouraging the program. It may also have been impossible for them to have foreseen the leveling of government growth in the Baltimore area.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

This program offers only one course that is unique to the Public Administration program. All other courses are taken by students from a variety of programs. The course unique to this program is Management 227: Public Administration. This course is now offered on an individual study basis to any student wanting it. It, therefore, costs the school almost nothing to continue to offer this program.

4. Why are so few degrees awarded?

The factors affecting the number of enrollees listed in number 1 above are the same factors that produce a low number of degrees awarded.

5. What action(s) does the college plan to take to address the above issues?

Since the program has minimal costs for the institution and since it is always possible that the employment picture may improve in the future, we plan to continue offering this program for the next few years. To attempt to improve the program, we are taking the following steps:

(a) A survey of all students currently in the program to determine their perceptions of the program and their career goals.

(b) A survey of students who have withdrawn from the program to determine their original goals, their perceptions of the program, and their reasons for withdrawing.

(c) A renewed effort at developing rapport with county, state, and federal government agencies to improve our ability to place our graduates.

(d) An investigation of the advisability of requiring an internship with a government agency in the curriculum. This internship might improve the employability of our graduates.

(e) Renewed efforts through the State Board for Community Colleges to improve the Civil Service's recognition of community college degrees.

(f) After steps (a) - (d) are taken, a revision of our public relations efforts to attract students into this program.

STAFF RESPONSE

The college is requested to submit the results of the above survey by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Frederick Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

   University of Maryland College Park, Frostburg State, and Hood College.

2. Why are so few degrees awarded?

The PDM report of May 21, 1980 indicates that degrees conferred and the number of full-time students attending Frederick Community College in the education program has been declining for the past four years. This information is not surprising but rather consistent with what one would predict considering the general nature of the current college curriculum in Teacher Education. The high school counselors are no longer advising students to go into general elementary or secondary education programs but rather more specialized areas, e.g., special education, speech therapy, or physics. Frederick Community College does not have any education programs in these or any other specialized education curriculums. In addition, the demand for elementary education teachers has been diminishing for the past ten years and education majors are trying to maintain a more flexible position by making General Studies their declared major.

3. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

   a) Yes

   b) General agreements with Towson State, University of Maryland, Hood College, Shepherd College, and Mount St. Mary's College.

4. Is there a committee that advises program development? If so, what groups are represented on the committee?

   No.

5. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

   a) No.

   b) Yes, a lay advisory committee comprised of college staff, Board of Education staff, and special education instructors will be convened in late Spring of 1981 to review the program and revise it where necessary.

6. What changes are expected in the program during the next five years?

   a) Expand current offerings within current program;

   b) Add teachers aide option;

   c) Add special education option.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Frederick Community College

PROGRAM TITLE: Secretarial Science

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

During the period from 1974 to 1979, with the exception of 1978, there were a greater number of part-time students than full-time students. Of a total 338 students, 234 were part-time. Our experience has shown that a great many of these were interested in only two or three courses. They were not pursuing a degree or certificate program. They would enroll in a course or two of their choice and then not return to school. The courses helped them with their current employment or enabled them to find employment.

Those students who did enroll on a full-time basis remained long enough to gain skills to search for and find employment and also dropped out.

Along this same line of reasoning, some students felt the general education requirements were too confining--sought the particular part of the program that served them--and then dropped out.

2. What proportion of former students are employed full-time in this field?

Based on information available to us, our percentages are just below Statewide percentages. Roughly 70 percent or better are employed in the field as compared to 82 percent Statewide.

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

It has been our experience that most students enroll to gain sufficient skill to seek employment or to improve themselves for their current job. Very few are interested in transferring. Thus, most students enroll on a part-time basis.

Recently, however, we have noted somewhat of a trend toward different goals. The trend involves switching career fields with a new goal of becoming a secretary.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

Information regarding this is not available. However, we do have the following information:

> Since 1975, 49 students had indicated an intent toward obtaining an AA degree in Secretarial Science. During that period we granted 15 degrees. The 49 students include current students.

5. What action(s) does the college plan to take to address the above issues?

While the college does not plan to deter or hinder those students who find it beneficial to enroll in a course or two--we have taken steps that should increase the number of students that will be striving toward a two-year degree. We have added to the curriculum a number of options in the Secretarial program. We have added an executive secretary option, a legal secretary option, and a medical secretary option.

The Frederick area has been growing in population, business and industry. Numerous employment opportunities are available for trained secretaries. Our accessibility to the Washington and Baltimore areas also provides many job opportunities. By making students aware of the opportunities and by informing them of greater chances of promotion with an AA degree as part of their educational background, we should increase the number of graduates.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Garrett Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

The majority of students (90 percent) enrolled in a Teacher Education program at Garrett Community College transfer to Frostburg State College. The remaining students transfer to the University of West Virginia and a few smaller colleges (Shepherd, Fairmont State).

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

There is a written articulation agreement between Frostburg State College and Garrett Community College regarding transfer policies for Teacher Education students. The University of Maryland also has a written articulation policy with Garrett Community College in regard to these students. However, as indicated above, none of our students transfer to the University of Maryland.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

There is no specifically organized committee that advises the Teacher Education program. The program coordinator is in regular contact with the Admissions Office and the Education Department at Frostburg State College. In addition, there is ongoing communication with the Garrett County Board of Education to facilitate the planning and coordination of the college program with regard to course offerings and scheduling as requested by that agency.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

At present there are no plans for additional development of this program. In reviewing our existing Teacher Education program, we feel that students are being provided with a complete, well-developed transfer program. Using the course requirements of the transfer institution as a guideline, students are advised in the required curriculum and electives are chosen selectively to assure transferability. At this point there seems to be no additional program development or revisions that would enhance the existing Teacher Education program. Follow-up communications with students transferring in Teacher Education to a four-year institution indicate that these students feel that they were well prepared at Garrett Community College and recommend no change in our transfer program.

5. What changes are expected in the program during the next five years?

During the next five years our Teacher Education program will change only as the requirements of the four-year transfer college change. For example, Frostburg State College is currently finalizing some changes in General Education requirements for Teacher Education students. This will mean that our course offerings will expand at the college in order to accommodate transfer students to Frostburg. Thus, if we remain abreast of Teacher Education program changes in the four-year colleges and universities, our program at this level will remain well organized and fully developed.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Garrett Community College

PROGRAM TITLE: Environmental and Renewable Resources

PROGRAM HEGIS NUMBER: 5401-01 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

In reviewing the registrations, our study concluded that the numerical data, which was submitted in 1975, 1976, and 1977, included the Wildlife Management Technology (HEGIS #5403-02) enrollment figures and award figures. The following enrollment figures are, to the best of our understanding, correct for the Natural Science Technology (HEGIS #5401-01):

Enrollment	1975	1976	1977
Certificate: Full-time	-	12	-
Part-time	-	11	5
Associate: Full-time	30	24	39
Part-time	30	17	30
TOTAL HEADCOUNT	60	64	75
Awards: Certificate	-	1	1
Associate	2	5	4
TOTAL AWARDS	2	6	5

Many of the students in the program category are part-time students and have taken longer than expected to complete their course of study and receive their degree. This will be indicated in our 1980 awards report:

	1980
Awards: Certificate	1
Associate	13
TOTAL AWARDS	14

2. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

After surveying incoming students, their personal goals can be grouped into the following categories:

- Obtaining the necessary information and skills needed to enter the job market, usually for the first time;
- Upgrading job skills to better their position in the job market;
- Self-fulfillment.

3. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

After a study of the original Environmental and Renewable Resources Technology program proposal presented to the State Board on December 21, 1971, we find no estimates were made of awards; therefore, no comparisons can be made.

4. What accounts for the low placement of students in full-time jobs in their field of training?

The value of this type of technician is just beginning to be appreciated by the local job market. Also, some of our students are not entering the program for job placement, but self-fulfillment.

5. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

Some typical occupational titles are Conservation Aide, Forester Aide, Technical Aide, and Technician.

6. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The original program proposal did not estimate the percentage of graduate and former students to be employed full-time in their area of training.

7. Why are so few certificates awarded?

Environmental and Renewable Resources students are becoming more aware of the credential value of occupational programs as opposed to the limited depth of a certificate program.

8. What action(s) does the college plan to take to address the above issues?

This study has prompted the college staff to consider better methods of collecting and studying placement and enrollment data in an attempt to improve the evaluation procedure for this program.

STAFF RESPONSE

The college is requested to submit the results of the considerations mentioned in item 8 by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

The college researched the 35 Teacher Education graduates from the last three graduating classes (1978-1979-1980). The institutions chosen by these graduates listed in order of frequency of selection are as follows:

Hood College, Frederick, Maryland
Frostburg State College, Frostburg, Maryland
Shepherd College, Shepherdstown, West Virginia
University of Maryland, College Park, Maryland
St. Mary's College of Maryland, St. Mary's City, Maryland
Shippensburg State College, Shippensburg, Pennsylvania
West Virginia University, Morgantown, West Virginia

We are quite sure that these seven institutions are the ones which remain the transfer choices of our students.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

Hagerstown Junior College has written articulation agreements with the following colleges and universities:

Frostburg State College, Frostburg, Maryland
Hood College, Frederick, Maryland
Shepherd College, Shepherdstown, West Virginia
Towson State University, Towson, Maryland
University of Maryland, Baltimore County, Maryland
University of Maryland, College Park, Maryland

While each of these agreements is stated in a different form, all of them are operational.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

The Teacher Education program resides within the Social Science Division. There is an informal group that advises the development of our Teacher Education program. Membership includes the division chairperson of Social Science, the program advisor, the transfer counselor, the Dean of Students, and the Dean of Instructional Affairs.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

Currently there is no written plan for the development of the Teacher Education program. We feel no need to develop such a plan because the Maryland certification standards for elementary and secondary education serve as our guideline. When the standards are revised, the committee that oversees the Teacher program meets and modifies the program as indicated in the standards.

5. What changes are expected in the program during the next five years?

There are no specific changes identified for the program during the next five years. Whatever changes are indicated by revisions to the Maryland State certification standards will be made in the college's program.

6. According to the 1974 follow-up, 53 percent of the students who transferred lost 0 to 6 credits, a figure considerably lower than the Statewide average. What factors account for an apparent greater loss in credits upon transfer from Hagerstown?

A review of the student transfer profile in Teacher Education from Hagerstown Junior College reveals three major reasons for an average loss of greater than six credits. A number of students transfer to institutions outside the State of Maryland, specifically, Shippensburg State College in Pennsylvania and Shepherd College in West Virginia. These institutions are not as flexible in accepting transfer credits as Maryland institutions.

The data available on the PDM indicates that a number of these students did not persist to the associate degree with Hagerstown Junior College. It is logical to assume that they did not, therefore, avail themselves of comprehensive advisement. As a result, credits were lost.

Finally, the Teacher Education program at Hagerstown Junior College does have a history of a number of students changing their major to this program. Therefore, students are likely to lose credits as they move from one major to another.

It is important that we indicate that none of these data should be construed as a student criticism of this program. The PDM printout reveals that 93 percent of the 1974 entrants surveyed would recommend this program. The State average is only 80 percent.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Early Childhood Instructional Aide

PROGRAM HEGIS NUMBER: 5503-01 LEVEL OF AWARD: AA

RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

A review of student admissions data reveals that the primary goal stated by students entering the program is to prepare for new employment. A secondary goal has been to upgrade job skills.

2. What accounts for the low placement of students in full-time jobs in their field of training?

There are two reasons for a low placement of students in full-time jobs related to their field of training. The first is that students selecting this program very often change career goals while in the process of completing the program. The result is a transfer into Teacher Education. Current articulation agreements allow for relative ease of transfer, even though the Early Childhood Instructional Aide degree focuses on immediate employment. Second, students enrolled in the program are already employed in the field and it is difficult to discern whether the PDM clearly differentiates between employment before enrollment and after. This response is particularly difficult because there are only five students in the sample.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

This question makes an assumption that is not borne out when actual students are surveyed. The job titles for those leaving the program early and those graduating are the same. Included are nursery aide, classroom aide, Title I aide, outdoor recreation aide, and parent visitation aide.

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The original program proposal, approved in June 1969, did not estimate the percentage of graduates and former students to be employed full-time in their area of

training; however, at the time of the inception of the program, funding was available for full-time employment under Title I ESEA, a special EPDA project, and an Appalachian Regional Commission Early Childhood model program. The college's service area is no longer employing new aides under any of these programs. The current employment market is primarily the private sector day-care institution in our service area.

5. What action(s) does the college plan to take to address the above issues?

The college's Early Childhood Instructional Aide program occupies a category that is of increasing importance to colleges seeking to be of maximum service to their constituency. The enrollment in the program in question has remained stable for the past four years; however, because the program does not have a full-time staff member, the cost of the program has been approximately the State average for the same period of time. We will continue to make the program available as a service to the Washington County Board of Education and the private day-care sectors as long as costs remain within acceptable parameters.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Harford Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

According to a recent survey (1978 Statewide Follow-Up Study, SBCC), Teacher Education majors at Harford Community College typically transfer to Maryland's public universities. The majority transfer to Towson State University, the closest Teacher Education program.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

Harford Community Colleges does have articulation agreements with many of the Maryland State colleges and universities for both elementary and secondary education. These agreements fall within the guidelines established by the Maryland State Board for Higher Education. Transfer Policy 5(c) mandates that the associate in arts degree serve as the equivalent to freshmen and sophomore general education requirements.

> The Associate in Arts degree shall serve the equivalent of the lower division general education requirements at the receiving institution where the total number of credits required in the general education program in the sending institution is equal to or more than that required in the receiving institution and where the credits are distributed among the arts and sciences disciplines.

Towson State University, Frostburg State College, and Salisbury State College have included both the Elementary and Secondary Teacher Education programs on their lists of articulated programs.

The University of Maryland College Park accepts the Elementary Education program as a three-semester transfer program. The Secondary Education program transfers as both a one-year program and two-year program, i.e., Art Education is a one-year transfer program while the biological sciences are two-year programs.

The University of Maryland is currently updatings its articulation agreements. Their revision is to be available Fall, 1980. The revision should include both the Introduction to Education and Educational Psychology courses which have been introduced by Harford since the last revision.

Articulation guidelines which show general education requirements are available for schools such as Loyola College. Students are advised to take the general education core requirements as well as specific major requirements while at Harford.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

Recommendations for revising the Teacher Education curriculum have typically been made by ad hoc teacher education review committees. The Human Development Division, which has responsibility for coordinating the Teacher Education program, has conducted review activities. Recommendations for changes in the Teacher Education curriculum are submitted to the college's curriculum committee and to the general faculty. At this time, there is no permanent committee which advises program development although it is recommended that such a committee be established (see response 5.c. below).

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

Planning for the development of the Teacher Education program has focused on the development and implementation of courses to facilitate the transfer of students to upper-division institutions or to provide required courses for persons working in day care centers and prekindergarten schools, including nursery schools. Development of a five-year plan for the Teacher Education program is in progress.

5. What changes are expected in the program during the next five years?

Changes in the Teacher Education program in the next five years include:

a. Continued development of courses related to early childhood education;

b. Revision of existing program to facilitate the transfer of students in specialty programs, such as art and music;

c. Appointment of an advisory committee to suggest revision and other improvements when necessary. This advisory group will include students, faculty, and practioners.

STAFF RESPONSE

Additional material submitted by Harford Community College is available from the SBCC. The college is requested to submit a copy of the plan mentioned in item 4 by June 1, 1981.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Harford Community College

PROGRAM TITLE: Insurance

PROGRAM HEGIS NUMBER: 5003-03 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

Several factors appear to be presently impacting the Insurance program:

a. In-house training programs by the industry;

b. College is not located in a major insurance marketing area;

c. Relatively few people apparently begin their college career with a goal of employment in the insurance industry. Therefore, the business administration track appears to represent entry into the insurance field.

d. The market population is being served by individual courses but is not apparently interested in the AA degree. The following data need to be considered:

Student Headcount

	1979	1980
Introduction to Insurance	9	12
Property and Casualty Insurance	16	19
Life and Health Insurance	15	13

e. Given the above comments, the question is not necessarily one of low enrollments in courses but rather completers of a program (AA and certificate).

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

Actual enrollment projections in the original program request to SBCC (1977) appear to be overstated by approximately 40 percent. More important, degree and certificate projections are totally unlike actual completions. Projections appear to have been made parallel to those experienced by the college in business studies and the

unique characteristics of the insurance industry were not considered. Hindsight suggests that the population we need to serve will not enter at the AA degree level, rather they will enter at the Property and Casualty or Life and Health level, thus eliminating the AA degree. With minor changes in the certificate (from 18 to 12 credits) program completers can be increased. The courses in the certificate in Insurance will not only support Insurance students but need to be marketed to a broader Business population. Given the recent SBCC approval of the Business Management degree program, it makes more sense to have the certificate in Insurance fit curricularly under the Business Management degree.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

See response to question 1. d. and e.

4. What action(s) does the college plan to take to address the above issues?

The following changes will be recommended to the President of Harford Community College.

a. Eliminate the AA degree in Insurance (effective Fall 1981).

b. Change the Insurance certificate from 18 to 12 credits to include Property and Casualty (6 credits), Life and Health (3 credits), and Sales (3 credits) or Introduction to Insurance (3 credits).

c. Recommend that the certificate in Insurance be listed as part of the Business Management program.

d. Continue to employ active insurance professionals to teach the courses.

e. Develop a marketing plan that includes primarily insurance sales, casualty agencies, and people managerially responsible for corporate insurance programs. We also need to market the insurance courses as consumer information (including small business people) to the general public.

f. The courses in Insurance will continue to be offered in the evening, with an average anticipated enrollment of 20. Certificate completers, given the previous experience should be:

1982 - 1
1983 - 3
1984 - 4
1985 - 5

Students registered in AA Insurance will be contacted. It is anticipated that the great majority of those registered as AA Insurance are incorrectly placed as a result of self-advising and probably should have appeared under the certificate Insurance program. Every effort will be made to assist presently registered students to complete their career/personal goals within the framework of the Business Management degree/ Insurance certificate.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Harford Community College

PROGRAM TITLE: Interior Design

PROGRAM HEGIS NUMBER: 5012-03 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

Based on the completed survey during the Spring 1980 semester, the following student objectives were identified in priority order:

a. To prepare for a job that I never held (approximately 55 percent).

b. To satisfy personal interests in the Interior Design field (approximately 25 percent).

c. To transfer to a four-year college (approximately 10 percent).

d. To help me do better at my current job (approximately 10 percent).

2. What accounts for the low placement of students in full-time jobs in their field of training?

The following responses relate to low placement:

a. Data used in the May 21, 1980 PDM printout were based on a 1974 admission and 1976 graduation.

(1) Few Interior Design students complete in two years.
(2) Note: 1975 graduates numbered seven.
(3) No registrants in certificate until 1977.

b. The Spring 1980 survey of Interior Design students (includes graduates up to Spring 1979) indicates approximately 40 percent of the graduates presently employed were in jobs directly related to the Interior Design curriculum. Students employed in interior decorating, home furnishing sales, etc., may not classify their positions as related to Interior Design because the program mission was Interior Design specific.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

   a. Depending upon degree of completion of program, occupational titles include:

      (1) furniture salesperson
      (2) drapery, carpet and/or wallcoverings salesperson
      (3) decorating consultant

   b. Graduates of the program who secure employment have the following typical occupational titles:

      (1) furniture salesperson
      (2) drapery, carpet and/or wallcoverings salesperson
      (3) decorator
      (4) designer's assistant
      (5) kitchen designer/planner
      (6) draftsperson
      (7) renderer
      (8) sales representatives for home furnishing manufacturers
      (9) home furnishings buyers
      (10) display artists
      (11) commercial office planners
      (12) related jobs in fields of floral design, home improvement, furniture and textile design

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The original proposal (January 13, 1969) does not estimate the percentage of graduates and former students to be employed full-time in their area of training. Recent experiences (response to question 2) seems to indicate that 40 percent of the graduates (employed full- and part-time) are employed in Interior Design related areas (as the program is presently configured).

5. Why are so few certificates awarded?

The following reasons have been identified as limiting factors in recruiting certificate students:

   a. Requires the completion of 24 credit hours (eight courses);

   b. Cannot be completed in less than two years as courses are cyclical;

   c. Evening students, until very recently, could not plan on cyclical offerings during evening hours;

d. The original certificate was structured primarily by eliminating the General Studies requirements, thus leaving Art/Interior Design courses. Provision was not made to address the employment needs outlook of the service area.

6. What action(s) does the college plan to take to address the above issues?

The college recognizes that the following program changes need to occur during this academic year:

1. The AA degree appears to be functioning in an acceptable fashion but we can strengthen this area by:

   a. Doing a better job of articulating to employers the employment entry level appropriate for AA degree completers.

   b. Enhancing articulation with four-year institutions by developing an agreement with two Maryland four-year colleges spelling out what will/will not be transferred so that students have that information before beginning the Interior Design AA degree program.

   c. We will continue to meet regularly with the Interior Design advisory committee (made up primarily of local employers) so that we have the assurance that our Interior Design program content is current and relevant to our service area.

   d. We intend pursuing the development of intensive courses (probably one credit) geared to specific skills areas (draperies, furniture, refinishing, etc.) for the AA student. We also recognize the need to integrate business and/or entrepreneurial experiences into the AA degree for those students that will be employed in areas requiring marketing/sales skills and those students intending to be self-employed.

2. The certificate program needs to be changed in the following ways:

   a. Credit hours reduced (probably to 15) to reflect completion in one year.

   b. Specific courses included should reflect employability needs.

   c. The employment thrust will require that the program be Interior Decorating oriented.

3. New mini courses will appear as electives in the AA degree and add-on credits under the certificate and probably will be offered also as credit free experiences to the public.

4. Placement will receive continued emphasis by:

   a. Further expanding co-op experiences to Interior Design students.

b. Continuing to expand contracts with employers of the Interior Design program in the general service area.

c. Exploring employment alternative for completers with the assistance of the Career Exploration Center.

d. Develop a closer working relationship with resources for the entrepreneurally oriented Interior Design student.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Howard Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

University of Maryland College Park
University of Maryland Baltimore County
Frostburg State College
Towson State University

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

University of Maryland:
- College Park
- Eastern Shore
- Baltimore County
- University College

Johns Hopkins University (Evening College)
Morgan State University
Towson State University
University of Baltimore in conjunction with:
- Coppin State College
- Morgan State University
- University of Maryland Baltimore County

Coppin State College
Bowie State College

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

No

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

The Teacher Education program is part of the college's Arts and Sciences degree offerings. None of the courses associated with the program are courses serving only Teacher Education majors; hence, there are no special costs associated with the

program. Based upon follow-up studies of our graduates, they are satisfied with their preparation and 40 percent to 50 percent have gone on to full-time study at four-year colleges.

5. What changes are expected in the program during the next five years?

This program is a "maintenance" program. We do not envision that it will grow markedly in the next few years but nor do we anticipate that it will decline. From all indications, the program is meeting student needs and is doing so in a cost-effective way.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Howard Community College

PROGRAM TITLE: Retailing

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

The decline in enrollment was produced primarily as a result of a personnel change at Howard Community College. In 1978, the faculty member who was primarily responsible for the Retailing program requested to be re-assigned to another teaching area. The college approved this request and, as a result, the Retailing program was conducted by part-time faculty. This personnel change also resulted in diminished recruiting efforts for the program.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The original program proposal did not specifically project enrollments. However, enrollment for the program prior to 1978 did appear to be reasonable given the data presented in the 1973 proposal.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

Retailing courses are scheduled during the day and evening. There are no special equipment or space requirements to limit when and where the courses may be taught. In effect, these courses have been taught in both on and off-campus settings.

4. What action(s) does the college plan to take to address the above issues?

During the Fall 1979 semester, the college initiated a comprehensive recruitment program which included both the secondary schools and local retailers. This plan attempted to attract the high school population and to serve the retailing community. This recruitment effort has continued into 1980. Data collected for Fall 1980 enrollments indicate an increase over the previous year. Moreover, a part-time faculty person has been hired to not only teach but to specifically assist in the coordination and recruitment efforts. Enrollment trends in Retailing courses over a three-year period are shown below:

	Fall 1978	Fall 1979	Fall 1980
RE 101	19	15	17
RE 102	27	12	18
RE 103	31	10	14
TOTALS	77	37	49

As shown, although enrollments are not back to the Fall 1978 levels, they do show a significant increase.

Because the Retailing program at Howard Community College encompasses both the certificate program and the AA Retail Management option with Business Management, we attempted to look at overall enrollments as reflected in both programs.

Until this year there was no way to readily identify the Retail Management students in the Business Management AA program since there was only one numeric code on the application form and that was for Business Management. The only way to identify the Retailing students in the AA program is to examine individual transcripts and to pick out those students who took at least two Retailing courses as their business electives.

The data below show the enrollment statistics for the past three semesters.

	Fall 1978		Fall 1979		Fall 1980	
	FT	PT	FT	PT	FT	PT
Retailing, Certificate	9	29	8	7	4	12
Retail Management	-	-	-	-	4	7
TOTAL	9	29	8	7	8	19
TOTALS	38		15		27	

An important point to be made is that the Retail Management option was developed in 1978 to encourage certificate students to continue their education by offering an opportunity to carry over their certificate credits to an AA program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Montgomery College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

In analyzing the college's responses to three recent follow-up surveys (1976 First-Time Students, and 1978 and 1979 Graduates), it appears that the majority of Montgomery College's Teacher Education program students transfer either to the University of Maryland or to four-year institutions outside of Maryland.

In the 1976 first-time student group, 55 percent of the transferring students attended colleges outside of Maryland while 45 percent of them attended the University of Maryland. Sixty-four percent of the 1978 graduates transferring to other colleges attended the University of Maryland while 36 percent of them attended a college in another state. In the 1979 graduate group, 50 percent of the transferring students attended the University of Maryland while 20 percent of them went to other public colleges in Maryland and 30 percent of them enrolled at institutions outside the state. Thus, Montgomery College Teacher Education students do tend to transfer to either the University of Maryland or to colleges outside of Maryland.

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

The college offers five options to the Education curricula. They are: (a) Elementary Education; (b) General Business Education; (c) Secondary Education; (d) Secretarial Education; and (e) Education for Industry. Other than the general State agreements and guidelines from the University and the State colleges, there are no written articulation agreements for the Teacher Education programs at Montgomery College, inasmuch as they are basically transfer curricula designed to meet the general education requirements at most of the institutions to which students transfer. None of the options contain specialized "education" courses as these are normally upper division courses.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

There is no committee that advises the college with regard to program development for Teacher Education. This is not a career program but is basically a liberal arts oriented program so there is no need for an advisory committee. The need is rather for assurance that courses in the program will be accepted by transfer institutions. The college monitors its courses carefully to assure that this is the case.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

There is no plan to make any changes to the program. The options meet the needs of students transferring into Teacher Education programs at a wide variety of institutions and are flexible enough to permit the students to make adjustments to meet the needs of the institution to which they intend to transfer.

5. What changes are expected in the program during the next five years?

At this point in time, no significant changes are anticipated in the program during the next five years. However, if future evaluative information suggests a need for change, modification to the program will be considered at that time.

6. According to the 1974 follow-up, 36 percent of the transfers from Montgomery College achieved a grade point average of 3.0 or higher at the transfer institution. The comparable number statewide was 55 percent. What factors account for the lower GPA among transfers from Montgomery College?

The Program Evaluation Request form notes that only 36 percent of Montgomery College's Fall 1974 First-Time Student follow-up responses for Teacher Education had earned a GPA of 3.0 or higher at the University of Maryland. This situation is a definite concern to the college since many Montgomery College students transfer to this institution. However, the college is uncertain whether or not this actually is a problem.

It is highly probable that the respondents from both Montgomery College and the other Maryland community colleges are not representative of the population in this curriculum. In addition, a student can be included in this statistic if he merely took one course at a college and then transferred to the University of Maryland. Such an individual did not actually matriculate in the program, but he is counted as having done so.

In order to get a better understanding of this situation, similar data were compiled for the 1978 and 1979 Graduate Survey respondents and the Fall of 1976 First-Time Student Survey respondents. Seventy-nine percent of the respondents to the 1978 Graduate Survey (78 percent response rate) transferred to other colleges with 64 percent of those transferring attending the University of Maryland. Seventy-five percent of these Montgomery College students at the University of Maryland were earning grades of 3.0 or better. Sixty percent of the Montgomery College 1979 graduates in this program who were attending the University of Maryland had a GPA of 3.0 or higher. Thus, both groups of Montgomery College graduates were doing well at this transfer institution.

In reviewing the 1976 follow-up results, 40 percent of the students transferring to the University of Maryland had a GPA of 3.0 or above. This is similar to the 1974 findings. However, there were only five responses meeting this criteria in the 1976 group, which makes the reliability and validity of the responses even more questionable

than the 1974 group findings. In addition, 50 percent of the 1976 group transferring outside of Maryland had at least a 3.0 GPA. This implies that some of Montgomery College's better Teacher Education students transfer outside the state. The students who transferred out-of-state had indicated transfer to a four-year institution as their original educational goal and they accomplished this goal upon transfer.

From the above data, it is clear that Teacher Education graduates do well when they transfer to the University of Maryland. However, first-time students may not be as successful there. However, the degree of representativeness of the first-time student responses and the lack of information on the number of courses taken by these students at Montgomery College places in question the validity of the findings on the first-time students.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Montgomery College

PROGRAM TITLE: Computer Technician

PROGRAM HEGIS NUMBER: 5105-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

The Computer Technician curriculum currently enrolls a total of 65 students; 42 are part-time and 23 are full-time. We find that over half of our entering freshmen leave the college before the completion of their two-year program. There are several reasons for them dropping out; first is often the change in educational and/or career goals; second is the fact that many students enter the program in order to upgrade their job skills with no intention of graduating; and third is the inability of many students to meet the scholastic requirements of the program. Of the three, the most frequent reason for early departure from the program is a change in career and/or educational goals. After entering the program many students change their educational goal away from earning a degree when they realize that they can acquire the basic skills in the computer technology area without a degree and enter the job market immediately. Other students transfer to four-year institutions prior to graduation. For many students who transfer prior to graduation, this represents a change in their original goal of graduation from Montgomery College.

2. What proportion of former students are employed full-time in this field?

The college has not been able to achieve a high response rate when surveying first-time students in this curricula. The program coordinator and teaching faculty in the field have knowledge of a good portion of the students who have been in the curriculum, and it is their perception that most of the former students are employed in this specific career field or in closely allied fields.

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

Most of the students entering the curriculum are preparing for a new job. Some students, usually evening students, take some of the courses to upgrade job skills. Very few incoming freshmen students are interested in transferring to other institutions, but this opinion shifts in the sophomore year so that about 50 percent of the graduates continue their education either full- or part-time.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

Our original projections with regard to the success of this program anticipated that students would remain in the program until graduation.

We had developed the original curriculum in cooperation with an advisory committee of representatives of the employers in this career field. At that time it was intended that computer technicians would be required to have the associate in arts degree. Then competition for workers increased and employers realized that persons who had completed basic courses could be trained on the job to be effective employees. As a result, employers are now accepting less than the associate degree for new employees in the computer technician area.

In order to adjust to the realities of the present employment market, the college will undertake a study to determine the feasibility of developing a one-year career program which would include the basic technical courses that are necessary for entering employment in the computer technician field. A certificate program of this type may be more realistic in today's employment market than the two-year associate in arts curriculum because of its emphasis on skill development and updating.

5. What action(s) does the college plan to take to address the above issues?

As indicated in the response to question 4, it is the intent of the college to investigate the feasibility of developing a one-year certificate program as an option to the Computer Technician curriculum.

STAFF RESPONSE

The college is urged to develop a certificate option for the program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Montgomery College

PROGRAM TITLE: General Engineering

PROGRAM HEGIS NUMBER: 5301-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

Montgomery College enrolls students in five engineering (AA degree level) curricula. Since the college has a large number of engineering related curricula, there may be a relatively low enrollment in one or more programs and high enrollment in other programs. These low enrollment programs do not necessarily cause the college a great deal of difficulty in scheduling classes that have an acceptable enrollment level. This results from many of the courses being taken by students in other engineering curricula.

The reporting of students in the five programs assists the college in providing more accurate counseling and advisement of its students. Several other institutions in Maryland have chosen to report all engineering students in one program. These colleges avoid having some programs with low enrollments and others with high enrollments, as is the case at Montgomery College.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The General Engineering curriculum was proposed in 1970, which means the program is ten years old, so projections made ten years ao could hardly serve as comparative figures to actual enrollment at the present time. As indicated in our response to question #1, this is one of five programs within the Engineering Technology area. The large number of programs accounts for the relatively small number enrolled in this specific curriculum.

3. Can the college schedule a variety of technical courses at convenient times with such a low enrollment?

The math and physics courses required of General Engineering Technology students are the same as those for all technology students and remaining Engineering Technology courses are common to several technology curricula. Therefore, there is no problem with regard to scheduling the technical courses to support this curriculum.

4. What action(s) does the college plan to take to address the above issues?

It is the recommendation of the coordinator of the Engineering Technology program that this program be combined with the Mechanical Engineering Technology program and form a single curricular option. These programs are practically the same in content and attract essentially the same type of student. It is expected that the new combined option will be similar to the present Mechanical Technology program but will have some of the latitude in choice of technical electives now available in the General Engineering Technology program. It is anticipated that this combination will result in an improved number of enrollments in the single combined option.

STAFF RESPONSE

The college is requested to submit a proposal for the revision suggested above.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Montgomery College

PROGRAM TITLE: Criminal Justice

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The Criminal Justice associate degree program has two options--a Corrections option and a Law Enforcement option. (A certificate program in Criminal Justice is also available.) The Law Enforcement option is designed for those interested in careers in police work, administration, crime detection and prevention and in retail, industrial, or private security. The Corrections option is for those interested in careers in criminal rehabilitation and the administration of correction programs.

According to 1976 first-time student and the 1978 graduate follow-up studies, the majority of students who enroll in Montgomery College's Criminal Justice (AA degree) program intend to transfer to four-year educational institutions after completing their education at the college. Nearly 67 percent of the 1976 respondents and over 57 percent of the 1978 graduate respondents indicated that they wished to transfer to another educational institution.

	1976 First-Time Respondents		1978 Graduate Respondents	
	No.	%	No.	%
Exploration of new career or academic areas	1	5.5	2	4.8
Preparation for immediate entry into a career	3	16.7	8	19.0
Preparation for transfer to a four-year institution	12	66.7	24	57.2
Update skills for a job currently held	-	-	-	-
Interest and self-enrichment	2	11.1	4	9.5
Other	-	-	4	9.5
TOTAL	18	100.0	42	100.0

Only approximately 17 percent of the first-time respondents and 19 percent of the graduate respondents indicated a desire to immediately enter a career after completing their education at Montgomery College.

It appears from numerous conversations and contacts between faculty and students in the Criminal Justice program that most students in the Criminal Justice program are planning to enter careers in that field after they achieve their desired level of educational preparation. Since an associate degree is usually the maximum required for police positions, most law enforcement majors can enter the field upon graduation from Montgomery College or as soon as they turn twenty-one, if they so desire. However, some students elect to continue their education. Most correctional students need a bachelor's degree so they usually transfer to a university to complete their degrees before entering the job market. Much time is spent by the college's Criminal Justice faculty in placing students in both local internships and permanent Criminal Justice employment. Some students have returned to our program to upgrade their skills or to qualify for promotions or increases in pay; the certificate in corrections has been utilized for this purpose. The Criminal Justice staff takes pride in knowing their students well and providing the excellent guidance and advising in career goals and job placement.

2. According to the 1978 graduate follow-up, 10 out of 22 graduates who were employed full-time were in jobs unrelated to their training. What accounts for the low placement of students in full-time jobs in their field of training?

Since the majority of Criminal Justice students intend to and acutally do transfer after leaving this college, the type of work that they do while they are continuing their studies often is unimportant to them. They are most concerned about earning the degree that they are seeking. Other students may change their career goals and desire to work in fields unrelated to their education. Therefore, it is not surprising that only 12 of the 22 employed graduates were employed full-time in fields related to their training.

This situation is shown by the wide variety of employment titles of the people that are working in unrelated fields. These individuals were not trained for any of the unrelated positions by this program. (See response to question #3.)

When one considers that people often change career goals and that the majority of Montgomery College's students in this program intend to transfer after leaving this institution, the college believes that it does not have a problem in the fact that a large number of its graduates are working in jobs unrelated to their training. However, many individuals who wish to work in this field after graduation are able to do so. (See response to question #3.)

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

Occupational titles of the 1978 graduates employed full-time in related fields:

Police officer
Deputy sheriff
Guard
Police recruit
Law enforcement officer
Sergeant - Security Department
Security detective
Security guard

Occupational titles of the 1978 graduates employed full-time in unrelated fields:

Food service delivery
Manager
Building monitor
Clerk
Head cashier
Employment counselor
Child care technician
Supporting services personnel
Secretary

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

At the time the original program proposal was prepared for the State, information was not requested regarding the estimated percentage of graduates and former students to be employed full-time in their area of training. Without that information there is no way to make an appropriate comparison. A look at other Criminal Justice programs in the State and their production of graduates, however, does not indicate that our program is out of line with the completion rates of other colleges with similar programs.

5. What action(s) does the college plan to take to address the above issues?

We have no plan to change the curriculum structure at the present time, and inasmuch as enrollments are still well above 200 in the curriculum, we feel no cause for alarm. We will monitor carefully the effect of the recently approved option in Retail and Industrial Security which has been introduced as a part of the Criminal Justice curriculum. It is hoped that this option will meet a very large employment need in the community for Retail and Industrial Security workers and will improve enrollments in this curriculum area.

STAFF RESPONSE

More so than most occupational programs, the Criminal Justice program has a dual identity. A majority of the students hold a transfer goal and a majority actually transfer. The college is requested to review the curriculum regularly to insure a balance of technical courses and appropriate transfer agreements.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Prince George's Community College

PROGRAM TITLE: Teacher Education

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. To what colleges do students from the program typically transfer?

The majority transfer to the University of Maryland. Fall 1979 data on Prince George's Community College transfers at State four-year schools were as follows:

University of Maryland	96
Bowie State College	20
Towson State University	4
Salisbury State College	1
Total Education majors	121

2. Are there written articulation agreements for the program? If so, with what colleges have agreements been made?

The college has written articulation agreements with the University of Maryland College Park and Bowie State College. These agreements list equivalent courses for use in academic advisement.

3. Is there a committee that advises program development? If so, what groups are represented on the committee?

Currently, there is no program advisory committee for pre-education program majors.

4. Is there a plan for the development of the program? If so, please attach a copy. If not, will one be developed?

There is no current plan for program development because the specifically Education courses are provided at the "upper division" level of colleges and universities, particularly College Park. Hence there are no plans for program development at the community college level.

5. What changes are expected in the program during the next five years?

Prince George's Community College is currently developing a cooperative venture with George Washington University, referencing undergraduate work for a BA degree in Special Education. This Complementary Teacher Preparation Program will include a written agreement coordinating coursework toward this degree.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Prince George's Community College

PROGRAM TITLE: Human Services

PROGRAM HEGIS NUMBER: 5216-01 LEVEL OF AWARD: AA

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

2. What accounts for the low placement of students in full-time jobs in their field of training? According to the 1978 graduate follow-up, among three graduates who were employed full-time, none were employed in their field of training.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

5. What action(s) does the college plan to take to address the above issues?

Program discontinued.

State Board for Community Colleges action September 12, 1980.

State Board for Higher Education action December 4, 1980.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Prince George's Community College

PROGRAM TITLE: Criminal Justice

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What are the personal goals of students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

According to 44 graduate responses to follow-up studies in 1978 and 1979, the personal goals of the students were distributed 39 percent transfer, 25 percent update of job skills, 20 percent prepare for new career, 11 percent explore new field and 5 percent personal enrichment.

2. What accounts for the low placement of students in full-time jobs in their field of training? According to the 1978 graduate follow-up, among 21 graduates who were employed full-time, six were not employed in their field of training.

Approximately two out of three were already employed in the field (25 percent) or planned to transfer for further job qualification (39 percent). Research records indicate six respondents not employed full-time in their field of training who gave the following reason: "There are few openings in the field for which I was prepared." Subsequent curriculum development has focused more on security roles where job openings have become more plentiful.

3. Among persons who leave the program and secure full-time employment, what are the typical occupational titles? Among graduates who secure full-time employment, what are typical occupational titles?

The following have been the kinds of jobs obtained by graduates of Prince George's Community College Criminal Justice Program:

Job Title	Employer
Trooper	Maryland State Police
Lieutenant	Metropolitan Police Department
Police officer	U.S. Capital Police (2)
Police officer	Maryland National Capital Park and Planning
Police officer	Prince George's County Police (5)
Store detective	Korvettes Department Store
Uniform officer	U.S. Secret Service (2)
Security specialist	National Institute of Health
Shift supervisor	D.C. Department of Corrections
Quality control manager	Washington Coca Cola
Operations clerk	USAF - Andrews Air Force Base

4. If the original program proposal estimated the percentage of graduates and former students to be employed full-time in their area of training, how does recent experience compare with the estimate?

The original program design emphasized law enforcement roles and was also intended to meet local needs for career development training for persons already working in the field. In the early 1970s, this supplemental training function was the main one wanted and needed. Federal subsidies were available to defray individual costs, and job promotions or career advancement were an inducement to participate. As the situation changed in the later 1970s and these incentives were reduced, the program strategy changed. Options were introduced to serve students seeking entry level opportunities in law enforcement, plus those looking for careers opening up in the security field outside of public service. Recent experience supports the view that this strategy is advantageous to students who wish to participate and meets developing community needs.

5. Why are so few certificates awarded?

The program has not had sufficient time to establish a flow of certificate graduates since that option was introduced. Career counseling and guidance staff have not promoted certificate options at Prince George's Community College, especially in the initial orientation process, but simply make known its existence. It seems likely that students in process do not yet identify the utility of an intermediate award prior to the AA degree.

6. What action(s) does the college plan to take to address the above issues?

As indicated above, the curriculum strategy has been greatly revised to accommodate those seeking entry level jobs in law enforcement and security. There is less emphasis on service to workers already in the field, although this service continues to some extent for those interested in paying their own way out of pocket.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

BACKGROUND

Wor-Wic Tech instituted a Liberal Arts and Science curriculum among its technical curricula as required by State standards in the Fall of 1976. The program was initially constructed to be a traditional liberal arts transfer curriculum and represented the only such curriculum in an institution which otherwise offers vocational-technical programs. In the initial years of the college's development, primary emphasis has been toward the application of its unique philosophy of a college without walls and the development and implementation of its career programs.

One of the primary premises on which Wor-Wic Tech was founded was that it would complement and not compete with the existing institutions of higher education: two fine liberal arts institutions, Salisbury State College and the University of Maryland Eastern Shore. Therefore the Liberal Arts and Science curriculum was made available to students who wished an alternative to these two four-year institutions, but the college has not emphasized the availability of this program. This lack of emphasis by the college and the attempt to avoid competition is reflected in the low enrollment found in this program.

Nearly two years ago an assessment of this program, its enrollment and function was first undertaken. It was discovered that the majority of the students enrolling in the program was not enrolling for the original purpose of the program, transfer to baccalaureate institutions. Students were using it for a number of purposes ranging from career exploration and experimentation to the structuring of personalized programs of learning to meet their specific needs. As a result, the college modified this curriculum to its current organization and retitled it General Studies in order to better reflect this broader purpose and its use by students at the college.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the lack of awards?

Assessment of enrollments in the General Studies program indicates that from 6 to 10 percent of the college's headcount enrollment typically enrolled in this program. In addition, the vast majority of these students are part-time students. Given the Statewide statistic that typically only 20 percent of the students enrolling in a program complete the program and receive an associate in arts degree, it is obvious that the program's low enrollment is the reason for the lack of awards in this program.

The assessment has also shown that typically students who enroll in the program with the purpose of transferring do so at the end of the first year at Wor-Wic Tech. A large number of students in the General Studies program do not seek an associate in arts degree but use this curriculum as a testing ground in which they may select a variety of courses to meet their personal goals without acquiring the degree. In addition, a small but significant number of students transfer from General Studies to other curricula offered by the college.

2. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The General Studies program attempts to focus on the students' needs: 1) an opportunity to explore various courses in their career development and decision-making process; 2) construct a program tailored to their specific needs from the various courses offered by the college; and 3) prepare for transfer to a baccalaureate-granting institution. In addition, there are a minority of students in the program whose interest in enrolling in courses is for their personal enrichment and have no plan for obtaining a degree.

3. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

The original enrollment projections reflect the college's plan not to emphasize this program. Actual enrollments of full-time students have been less than projected and actual part-time students enrolled have approximated the initial projection.

The projected number of awards to be granted appears to have been overly optimistic. In addition, the smaller number of full-time students than was expected, with the resulting fewer graduates, has increased the discrepancy between the actual awards and the number of awards projected in the program proposal. The reason for these differences were outlined above; lack of emphasis, differing student goals, and early transfer without program completion. The college does expect to have its first two graduates from this program in the Spring of 1981.

4. What action(s) does the college plan to take to address the above issues?

Wor-Wic Tech Community College is not overly distressed by the lack of completion of students in the General Studies program. As has been explained, the purpose of this program was to compliment and to supplement the existing programs of the college as well as of those of other postsecondary institutions in the area. The use of this program by students appears to be appropriate as a vehicle for transfer, an opportunity for career development and exploration, and a vehicle for unique curriculum building to achieve personal goals. All of these functions can and have been accomplished by students without their completing the prescribed curriculum of the college. As long as the students in the program appear to be meeting their goals, it is the college's position that the students are well served.

However, this is not to say that no action will be taken to ensure the programs continued viability. The college has been awarded a $6,000 grant by the National Endowment of Humanities to examine the role of humanities in general education and technical curricula. The year-long effort in this project will undoubtedly have an impact on the General Studies curriculum. In addition, the college will continue to monitor the use of the General Studies curriculum to ensure that it is meeting students' needs and will strive to enhance the curriculum's articulation with the four-year institutions in the area.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION
1980

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Retail Management

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: AA

BACKGROUND

The Retail Management program was among the first implemented by Wor-Wic Tech, starting in September, 1976. The program was developed in response to the large retail trade which operates within the region, particularly in the Salisbury area. For example, more than 20 percent of the total work force in Wicomico County is employed in the retail trade area.

The program was expected to be well received in the community and to flourish based on research conducted regarding student interest and employment potential in this area. This expectation was reflected in the initial enrollment projections made in the program proposal submitted to the State Board for Community Colleges in 1976. The program has not received the positive response previously expected and has been a source of concern to the college over the last three years.

Consistent and repeated involvement with the Program Advisory Committee, made up of representatives of the retail trade, has supported the objectives and content of the curriculum but has not provided insight into the low enrollments that have occurred. Concerted effots have been made in recruiting both high school seniors as well as individuals currently employed in the retail trade. Courses have been offered at hours appropriate for the younger full-time student and the typical retail employee.

As a result of this continuing concern, the college reorganized the retail and the wholesale and physical distribution curricula into a single program entitled Marketing which contained options for retailing and wholesaling. This was done in order to give students greater flexibility in tailoring the program to meet their needs as well as to allow the program to address a broader market of potential job areas.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

With 78 percent of the enrollments in the Retail Management program by part-time students, the lack of awards is directly a result to this factor. Since on a Statewide basis, approximately 20 percent of the students enrolled in a given program graduate, a program with a small full-time student enrollment will likely produce few graduates. The part-time students are typically employed in the retail trade and are using the curriculum as a source of upgrading their knowledge and skills with the majority of these students not seeking a formal degree. Those who do seek a degree require a considerably longer time to complete the full program.

2. What proportion of former students are employed full-time in this field?

3. What are the personal goals of the students who enroll in the program? (Prepare for a new job? Upgrade job skills? Transfer?)

The vast majority of the students enrolled in this program are seeking knowledge that they can relate to their current employment. A smaller number of students are preparing for entry into the retail profession and are typically the full-time students who recently completed high school. None of the students enrolled in the program are preparing to transfer to a baccalaureate granting institution.

4. If the original program proposal estimated the number of awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

The original program proposal estimated a higher number of enrollments and awards than has been realized. These two factors are directly related. While the part-time enrollments in the program have approached or exceeded the original projections, the full-time enrollment in this program has been far less than anticipated. The small number of full-time enrollments in the program greatly reduces the potential for the program producing graduates.

The program has graduated three students, one in each of the second, third and the fourth year of the program. These graduates, being highly successful now in the retail field, do reflect the validity of the college's curriculum. However, the number of graduates projected in the original proposal which ranged from 10 in the second year to 30 by the fifth year (Spring 1981) would appear to be unrealistic when compared to the projected enrollments and highly unrealistic when compared to the actual enrollments which have occurred.

5. What action(s) does the college plan to take to address the above issues?

The college, through its reorganization of the Retail Management and Wholesale and Physical Distribution curricula has taken action to improve the attractiveness and generalizability of the Retailing program. While the goals and objectives of the Retail option have remained basically the same, the changes will increase the flexibility of the curriculum which may draw students from broader fields of marketing to enroll in the program. The key factor in producing graduates of this program is enrollment. Increased public relations and recruiting activities are planned by the college. In addition, increased faculty contact with local retail merchandisers is planned to enhance the relationship between these companies and the college.

In addition, since the majority of students attracted to this program seem to seek short-term gains, consideration will be given to the development of a certificate or certificates which will allow students to approach this program through a series of identifiable steps towards an ultimate goal, the associate in arts degree. The result may thereby increase the number of students completing the entire program. The study of this alternative is underway by the newly hired business department head who teaches in and is responsible for the Retail Management program.

STAFF RESPONSE

The college is urged to develop a certificate option.